DOCUMENT RESUME

ED 149 519 EC 103 592

AUTHOR	Evans, Joyce, Comp.
TITLE	Between Grownups & Kids: Conference Proceedings (Austin, Texas, August 27, 1977).
INSTITUTION	Southwest Educational Development Lab., Austin, Tex.
SPONS AGENCY	Texas State Dept. of Human Resources, Austin.
PUB DATE	Aug 77
NOTE	212p.
EDRS PRICE	MF-$0.83 HC-$11.37 Plus Postage.
DESCRIPTORS	Child Development; *Child Rearing; Conference Reports; Early Childhood Education; *General Education; *Handicapped Children; Learning Activities; *Parent Child Relationship; Parent Education; *Parent Role; Preschool Education

ABSTRACT

Presented are proceedings of a conference designed to increase awareness, knowledge, and feelings of competency of adults who work with children, with particular emphasis on the positive aspects of child rearing and practical suggestions for daily activities and interactions. In the keynote address titled "How to Drive Your Child Sane," A. Ginott explains the effect parents' praise and criticism can have on the child. Outlined in the next two sections are the schedule of panel discussions and topical sessions. A fourth section (which makes up the bulk of the document) provides the content and sample handouts from sessions with the following titles and presenters: "Early Learning for Babies" (P. Turner); "The Child from Three to Five" (M. Durrett and P. Richards); "Preparing Children for Reading" (K. Wallingford); "Legal Aspects of Custody and Divorce" (J. Lewallen); "The Role of the Father" (R. Espinoza); "Musical Activities for Body Movement" (W. Nelson); "A Kid's Eye View of Exceptionality" (J. Smith); "Early Learning for Toddlers--Development of 1- to 2-Year-Olds" (K. Edwards); "Nutrition and Feeding of Children" (R. Shorey); "I Can't Stand this Fighting Anymore--A Closer Look at Sibling Rivalry" (D. Williams); "Learning to Talk and Learning to Learn" (J. Coleman); "Toys--Get the Most for Your Money" (M. Hulls); "Children and Television" (C. Corder-Bolz); "I Can't Get Along with this Child" (A. Castaneda); "Emotional Problems in Young Children" (L. Gotta); and "Choosing Child Care" (L. Doggett). Also provided are information on workshops and demonstrations and demonstration leaders, and sample demonstration handouts. (SBH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

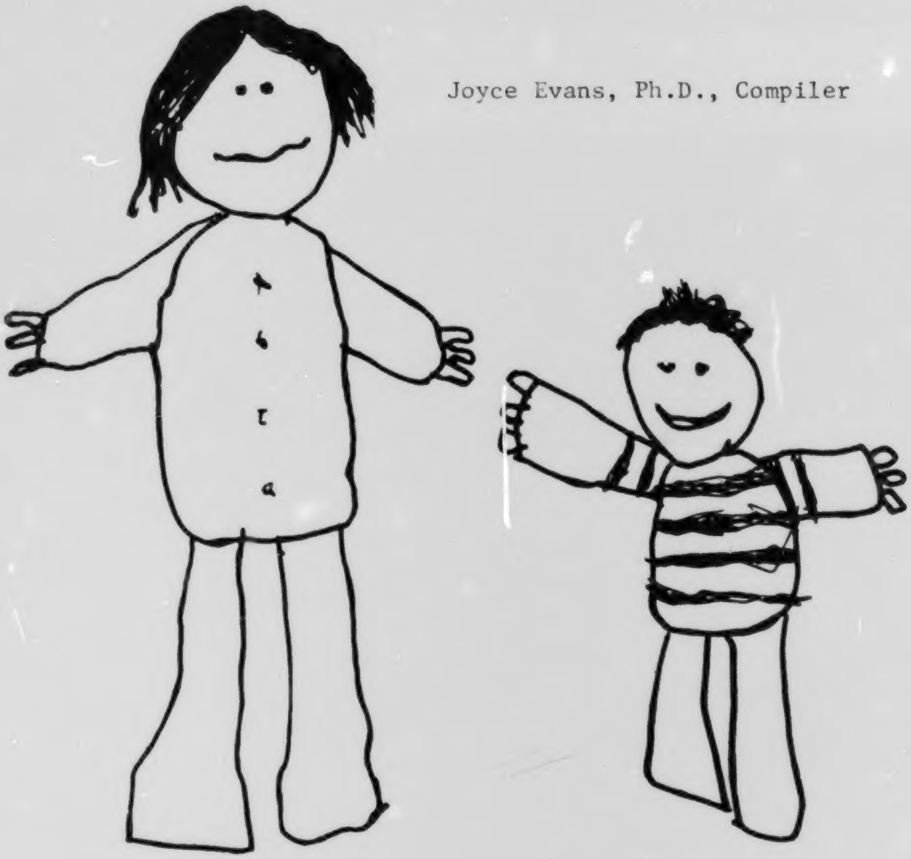
ED149519

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

CONFERENCE PROCEEDINGS

Joyce Evans, Ph.D., Compiler



"BETWEEN GROWNUPS & KIDS"

Saturday, August 27, 1977

Austin Municipal Auditorium

EC 103 592

SOUTHWEST EDUCATIONAL DEVELOPMENT LABORATORY

TEXAS DEPARTMENT OF PUBLIC WELFARE

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Joyce Evans

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

Funded by Region 06, Texas Department of Human Resources, Martha Loeffler, Contract Officer.

Prepared by Special Projects Division, Joyce Evans, Project Director, Southwest Educational Development Laboratory, 211 East 7th Street, Austin, Texas 78701.

"BETWEEN GROWNUPS & KIDS"

PREFACE

In August, 1977, the Texas Department of Public Welfare (now Texas Department of Human Resources), and the Southwest Educational Development Laboratory co-sponsored a conference titled, "Between Grownups and Kids." The conference, designed for parents and other adult caregivers who work with young children, was held in the Municipal Auditorium, Austin, Texas, and was attended by more than 500 persons.

The purpose of the conference was to increase awareness, knowledge, and feelings of competency of adults who work with children. The focus of the entire conference was on the positive aspects of child-rearing with practical suggestions for daily activities and interactions.

Goals were as follows:

- To increase awareness of effective ways of improving communication skills
- To provide information on effective ways of working with children
- To provide information on ways others have found to be effective in dealing with special family situations
- To provide experiences and information on making and using homemade learning materials
- To increase awareness of services available within the region

To meet these goals, a variety of panel discussions, topical sessions, and workshop-demonstrations, as well as a keynote address by Dr. Alice Ginott, were conducted throughout the day. Printed information on local resources was distributed and counselors were available for on-the-spot consultation. In response to the numerous requests received for information on the various presentations and demonstrations, this manual of conference proceedings has been compiled.

In lieu of a verbatim report of Dr. Ginott's keynote address, Dr. Ginott provided and granted permission for reproduction of a previously prepared article titled, "How to Drive Your Children Sane." Information on the panel content may be obtained from the individual panel leaders whose names and addresses are listed. Topical session presenters prepared written reports which are included as well as copies of the handouts which were distributed during the session. Each demonstrator provided a handout describing the item or materials displayed or made during the workshop periods.

Many people made this conference possible. Special credit is due Martha Loeffler, Child Development Training Director, Region 6, of the Texas Department of Human Resources for her assistance and support in planning the conference. Appreciation is extended to Dr. James Perry, Executive Director of the Southwest Educational Development Laboratory for his support and to staff of the Special Projects Division for their hours of work.

In addition, the time and effort of more than 40 volunteers contributed greatly to the conference success.

Joyce Evans, Ph.D.
Conference Director

"BETWEEN GROWNUPS & KIDS"

CONFERENCE PROCEEDINGS

CONTENTS

Page

PREFACE i

KEYNOTE SPEAKER 1

PANEL DISCUSSIONS 13

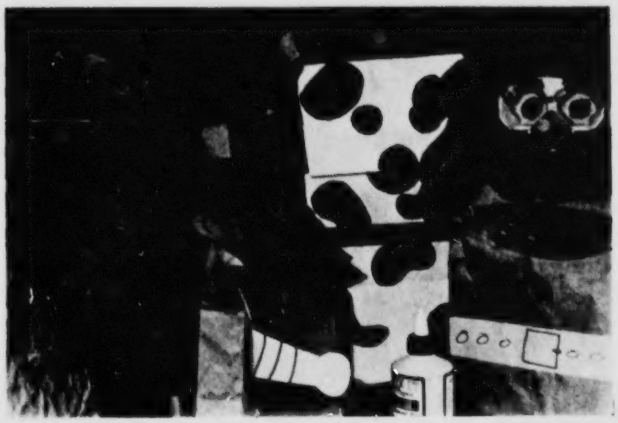
TOPICAL SESSIONS 17

TOPICAL SESSIONS CONTENT 25

WORKSHOPS AND DEMONSTRATIONS 173

DEMONSTRATION LEADERS 177

DEMONSTRATION HANDOUTS 183



"BETWEEN GROWNUPS & KIDS"

AUSTIN
TEXAS

Keynote Speaker: Dr. Alice Ginott

HOW TO DRIVE YOUR CHILD SANE *

By Dr. Alice Ginott

Have you ever looked into one of those grotesque amusement park mirrors in which you saw yourself exaggerated and contorted? How did it make you feel? Uncomfortable, probably. But you laughed because you knew that it was a misrepresentation.

But suppose this were the only picture you ever had of yourself? You could be convinced that this malformed person was an accurate reflection. It would never occur to you to distrust the mirror or to hold it responsible for the distorted image.

Neither does a child have any reason to doubt the image his parents mirror to him. He or she usually accepts even their negative evaluation as a dependable and accurate description of himself, convinced that he is stupid, lazy, clumsy, inconsiderate, selfish, insensitive, irresponsible, or undesirable.

Parental mirroring frequently distorts a child's self-image.

To be told: "You look terrible," "You never do anything right," "You're like a bull in a china shop" does not help a child feel beautiful, capable or graceful.

It is a source of amazement to me how many parents will label their child stupid, lazy and a cheat, yet expect him to be bright, industrious and honest.

---

* Reprinted with permission of Dr. Alice Ginott

The easiest way to make a child feel that there is something wrong with him is to criticize. Even constructive criticism diminishes a child's image of himself. Instead of criticism, a child needs information without derogation.

Mother saw Steven, 13, ladling almost the whole pot of chocolate pudding into an oversized bowl. She was about to rebuke him: "You're so selfish. You only think of yourself. You are not the only one in this house!"

But she had learned that "labeling is disabling"--that to talk about a child's negative personality attribute does not help him develop into a more caring person. So she said: "Son, this pudding has to be divided among four people."

"Oh, I'm sorry," replied Steven. "I didn't know that. I'll put some back."

It is our incompetence in communicating, not our lack of love, that drives children crazy. Most of us love our children. What we lack is a language that conveys love, that mirrors our delight--and that makes a child feel loved, respected and appreciated.

We are not aware of the impact of words we use every day.

We hurl words at children with abandon. We command, we order, we respond with impunity, we give advice, we intrude, we teach lessons, we say anything that comes to our minds. We are imprecise and incorrect. We are oblivious to words that damage and destroy. We are deaf to our tone and style. We forsake tact and good manners. We offend.

We are not aware that words are like knives.

How would you feel if a surgeon came into the operating room and, before the anesthesiologist put you under, said, "I really don't have much training in surgery, but I use common sense--and I love my patients."

I think you would panic and run for your life. But there is no exit for children. Unlike a surgeon who is careful where he cuts, parents use words in a random fashion. They make many incisions until they hit the right spot, heedless of the open wounds they leave behind. They perform daily emotional operations on their children, but without training.

Love and common sense are just not enough.

Recently, in a hi-fi store, an electronics expert said to me, "Dr. Ginott, I heard you discuss discipline and I didn't agree with you." He stretched out the palm of his hand, "This is my psychology," he said proudly.

I asked him whether he applied the same "palm method" in fixing a TV set, a silent amplifier or a screeching mike. "Oh, no," he answered, "for that you need skill and knowledge. These are complex instruments."

Children also need parents who are skilled and knowledgeable. But most of them are not that fortunate. Their parents treat them essentially the way they were treated. They seem to be replaying a familiar tape.

We need to write our own script, make an original tape, step to the music of a different drummer.

We even know the words.

We heard our parents use them with guests and strangers. It was a language that was protective of feelings, not critical of behavior.

We need to change priorities. It is those we love the most that deserve the best. And the best is the most civilized. Words that generate love not hate, diminish dissension not destroy desire, humor not enrage, enhance life not shrink spirits.

We can erase our childhood tape with its familiar but destructive messages and learn the language that our parents reserved for guests.

But most parents, unfortunately, have a deep distrust of an intentionally learned language. They see it as something shameful, like being caught studying: How To Make Friends and Influence People. Or they liken deliberate learning to a sin akin to premeditated manipulation of another person.

Still, we are in dire need of a code of communicating, a discipline of dialogue that cultivates, rather than kills, intimate talk at home.

To those who call such skilled communication artificial, I say, "So are Picasso's paintings, Beethoven's symphonies, Fleming's penicillin and the polio vaccines. They are all artificial--yet life giving."

I am a psychoanalyst. In my world there are realities that always remain constant: to decrease suffering and increase joy. I know that how I talk to my patients makes a difference. Words are my tools. But a few years ago, it occurred to me that it made no sense for unskilled parents to drive children crazy while we psychotherapists are trained to then drive them sane.

I became aware of this when I overheard myself talking to my own children. It was as if my mother were talking to me: the blaming, the shaming, the angry hysteria. It was then I decided to respond to my children as I do to my patients. I was determined not to recreate in my family that which made my life miserable in my parents' home.

"To love truly is to know what brings pain to the one you love." This Biblical saying sums up the essence of communication.

If I am unaware when or whether my tongue offends, then I cannot claim: "I love" or "I care." It is my readiness to sense distress and to extend comfort that gives parenthood its unique flavor.

A child needs his home to be a refuge, where his parents' attentive ear and sympathetic response contribute to his emotional health. Regardless of his offense, a child depends on his parents to understand his predicament, and provide aid and hope.

One afternoon, eight-year-old Greg came home from school distressed: "I hate my teacher," he screamed. "She yelled at me for passing notes. She called me irresponsible and a troublemaker. I'm never going back to school!"

Many parents would have answered: "That's what you get for not paying attention! You always get into trouble! How do you expect a teacher to teach when you disturb the class? I hope you learned your lesson!"

But, fortunately for Greg, his mother had learned that when a child is angry he needs his parent's understanding, not additional criticism. So she said: "How embarrassing it must have been for you! To be called names in front of your friends--that's humiliating! No wonder you're so angry. No one likes to be treated that way!"

Greg's mother did not blame the teacher, nor her son. Instead, she described in detail the feelings he must have struggled with when his teacher reprimanded him.

Children often come home from school hurting. Most teachers are unaware of the serious consequences of threats and punishments. Lucky are the children whose parents have learned how to administer emotional first aid to heal wounds and turn hate into love.

Since everyone else is interested in our child's behavior and achievement, he depends on his parents to care about his feelings.

A child cannot help how he feels. It takes courage for him to let us know. Therefore, we do not discourage him from telling us even bitter truths.

Suppose you wanted to bring up your child to tell lies? How would you go about it? You would probably reward her when she lied and punish her when she was truthful.

But you want your child to tell the truth. What is it then that you do when she tries to tell you her true feelings?

You punish her.

Four-year-old Debbie told her mother: "Mommy, I hate Grandma. I wish she were dead."

Mother, horrified, answered: "No, you don't. You love Grandma. In this home we don't hate. Besides, she gives you presents and takes you places. How can you even say such a horrible thing?"

But Debbie insisted: "No, I hate her! I hate her! I don't want to see her any more!"

Now Mother, really upset, decided to use a more drastic "educational" measure. She spanked Debbie.

But the child was smart. Not wanting to be punished more, she decided to change her tune: "I really love Grandma, Mommy," she said.

What did Mommy do? She kissed and hugged Debbie and praised her for being such a good girl.

What did Debbie learn? It is dangerous to tell the truth. When you lie, you get love. When you are truthful, you get spanked. Mommy loves little liars. Only tell her what she wants to hear.

To encourage Debbie not to lie, Mother could have answered: "I understand how you feel. You don't have to love Grandma, but I expect you to treat her with respect."

Word Power

We would like to believe that only disturbed parents damage their children. Unfortunately, loving and well-meaning people also use a language that deprecates. They enrage. Why? Because they are unaware of the power of words.

Words are not benign.

Even when parents want to praise a child, they often irritate. A child is suspicious of even positive statements when they assess his personality or his effort.

No one likes to be judged, evaluated or graded. When we are judged, we feel diminished. When we are evaluated, we feel devalued. When we are graded we feel degraded.

How would you feel if at the end of each month you received a report card from your husband: "In kissing you get an A. But in hugging only a C. In caressing, on the other hand, you have improved to a B. But your technique leaves something to be desired and so your grade is a B."

I suspect you would be tempted to throw him out with the report card!

What is preferable?

Description that details delight, words that convey recognition of effort and statements that transmit respect.

A father left a note on his daughter's guitar: "When you play, it gives me great pleasure." The next morning his daughter said to him: "Thanks, Dad, for telling me what a good player I am."

When the father described his feelings, he gave his daughter an opportunity to convert his appreciation into adjectives that sing her praise.

But often, when I try to encourage parents to learn a language of caring, they exclaim: "But my children are teen-agers! The damage has already been done!"

Is it ever too late with people?

Certainly not with adolescents. In fact, they are particularly fortunate. They are given a second chance. Teen-agers seem so disorganized because they are in the process of reorganizing themselves. We, as parents, can influence the direction. How we talk to them can make the difference.

It is important to take every opportunity to demonstrate to our teen-ager that feelings are to be taken seriously, since emotions alert one to what often the mind can only later confirm.

How It Works

A mother reported a conversation she had with her daughter.

Ann: You know, the first time Mrs. Green asked me to baby sit for her, I didn't like her.

Mother: I remember you said she made you feel uncomfortable.

Ann: I usually get along so well with adults. It made me feel guilty of not liking her for no reason.

Mother: Ann, feelings don't need reasons; they have no mind; they just Are.

Ann: Yeah, that's right. There was no reason, but I couldn't help how I felt. But they were really accurate. I only needed one more time to find out why.

Mother: Ann, you just made me think of someone I met fifteen years ago--and I had the same feelings, but it took me fourteen years to find out why.

Ann: Someone I know?

Mother: His picture was in the paper this morning, walking on the beach in San Clemente.

A young couple lost its way in the maze of California highways.

"We're lost," they told the police officer at the toll booth.

"Do you know where you are?" he inquired.

"Yes," answered the couple. "It says so on your booth."

"Do you know where you want to go?" continued the officer.

"Yes," the couple replied in unison.

"Then you're not lost," concluded the officer. "You just need clear directions."

I cannot accept as inevitable that intelligent, well-intentioned people will likely bring up troubled children.

What they need is luck and skill.

You may ask: "If they have luck, why do they need skill?"

"Not to spoil the luck."

PANEL DISCUSSIONS

"BETWEEN GROWN UPS AND KIDS"

Saturday, August 27, 1977

Municipal Auditorium, Austin, Texas

Co-Sponsored by: Children Development Program, Texas Department of Public Welfare, Region 6 and the Special Projects Division, Southwest Educational Development Laboratory

Morning

PANELS 9:00 - 11:00

(These sessions were opened by the session leader who provided a general overview of issues and concerns of each family group. Fathers and mothers shared information on effective ways they have found for dealing with their particular situation. A 30 minute general discussion period followed the panelists comments.)

1. When Both Parents Work
Leader: Chaplain George Buck, State Hospital, 4110 Guadalupe,
Austin, Texas 78751 Room 17
Panelists: Gary Everhart
Marilyn K. Buck
Peggy Perry
Alan Thompson
Palmer L. Buck

2. The Single Parent Family
Leader: Maxine Waggoner, MH/MR Center, 1430 Collier Room 16
Austin, Texas 78704
Panelists: Ken Muenzler
Alan Danziger
Cris Cunningham
Emilie McConnell

3. The Foster Family Room 15
Leader: Janet Collins, Texas Department of Human Resources,
Twin Towers Bldg, Suite 318., 1106 Clayton Lane,
Austin, Texas 78723
Panelists: Richard Lee
Peggy Lee
Leonard Leming
Reba Leming
Ann White

4. Families with Drug and Alcohol Problems Room 14
Leader: Pat Louis, Child and Family Service, Inc., 419 West 6th,
Austin, Texas 78701

Afternoon

PANELS 1:40 - 3:30

(These sessions will be opened by the session leader providing a general overview of issues and concern of each family group. Fathers and mothers will share information on effective ways they have found for dealing with their particular situation. A 30 minute general discussion period will follow the panelists comments.)

27. Grandparents — Room 15
Dorris Conway, 3611-A Las Colinas Drive, Austin, Texas 78731
Panelists: Angie Aguirre
Vivian DeBlanc
Vera Martinez
Margaret Moreno
Marian Romero

28. The Single Parent Family — Room 14
Mr. Hayes Prothro, Texas Education Agency, Special Education, Austin, Texas 78701
Panelists: Patsy Acker
Beth Falke
Ellie Rucker
Jay Stern
Frances Doby

29. Families with Handicapped Children — Room 17
Robert Marion, 8706 Azalea Trail, Austin, Texas 78759
Panelists: Elizabeth Hartman
Terri McCaslin
Efton Geary
Joyce Geary

30. The Stepparent Family — Room 16
Leader: Murray Newman, State Welfare Department, Research and Evaluation Division, John H. Reagan Building, Austin, Texas 78701
Panelists: Joe M. Evans
Yvonne Newman
Judith Evans
Joseph Papick
Naomi Houston
Valerie Ragsdale

31. Things To Do in Parent Groups
Leader: Renato Espinoza, Parenting Materials Information Center, SEDL, 211 East 7th, Austin, Texas 78701

TOPICAL SESSIONS PRESENTERS

TOPICAL SESSIONS 9:00 - 10:15

5. Early Learning for Babies (0-1-Year-Olds) Room 5
Speaker: Dr. Polly Turner, Dept. of Home Economics, College of Education, University of New Mexico, Albuquerque, New Mexico 87131

(Information on importance of infant stimulation; home care considerations; suggestions for home materials/activities related to children under 12 months)

6. Each Child is Unique (3-5 Year Olds) Room 3
Speakers: Dr. Mary Ellen Durrett and Dr. Phyllis Richards Department of Home Economics, University of Texas at Austin, GEA 115, Austin, Texas 78712

(Child growth and development related to 3- to 5-year-olds, focusing on developmental stages; suggestions for parent and family activities)

7. Preventing Discipline Problems Auditorium
Speaker: Dr. Jackson Day, 8705 Silverhill Lane, Austin, Texas 78759

(Prevention of behavior problems; effects of expectations on behavior; importance of consistency and realistic limit setting)

8. Prepare Your Child for Reading Room 8
Speaker: Kay Wallingford, Austin Public Library, Old Quarry Branch, 7051 Village Center, Austin, Texas 78731

(Importance of reading to young children; how to read to children of different ages; selection of appropriate stories and books)

9. Legal Aspects of Custody and Divorce Room 6
Speaker: Jo Betsy Lewallen, Stayton, Maloney, Hearne, and Babb, P.O. Drawer 1687, Austin, Texas 78757

10. Becoming a Child Development Associate Room 4
Speaker: Ms. Karen Bordelon, Early Childhood Development Division Box 13166, Capitol Station, Austin, Texas 78711

(Information on training to become a Child Development Associate (CDA); types of training and importance of trained personnel for child and parents)

11. The Father's Role Room 11
Speaker: Dr. Renato Espinoza, Parenting Materials Information Center, SEDL, 211 East 7th, Austin, Texas 78701

(Influence of the recent changes in society on the role of the father and how these changes are affecting family relationships.)

12. Safety and Children Room 9
Speaker: Marian Monroe, Child Development, Texas Office of Human Resources, Austin, Texas 78701

(Safety precautions for preventing accidents; establishing routines to simplify daily care of young children; what to do in an emergency)

13. Musical Activities for Body Movement Room 7
Speaker: Gene Nelson, Department of Curriculum and Instruction, University of Texas at Austin, Austin, Texas 78712

(Games and activities for increasing motor control and development; home and center musical activities)

14. Kid's Eyeview of Exceptionality Room 10
Speaker: Jean Berry Smith
2305 Quarry Road
Austin, Texas 78703

(Information and insight into the exceptional child's own view of exceptionality)

15. Children's Health Room 12
Speaker: Yvonne Newman, 8602 Karling Drive, Austin, Texas 78751

(Prevention of illness; precautions for health care; information needed by child care workers or day-home mothers)

TOPICAL SESSIONS 10:30 - 11:45

16. Eating Can Be Fun Room 11
Speaker: Rose Ann Shorey, 11900 Mustang Chase, Austin, Texas 78759

(Nutritional aspects; ways of making nutritional food enticing)

17. I Can't Stand This Fighting Any More Room 10
Speaker: David Williams, SEDL, 211 E. 7th Street, Austin, Texas 78701

(Sibling rivalry, causes of conflict and competition, how to reduce fighting and get sibling to cooperate; age related problems and conflicts)

18. Early Learning for Toddlers Room 5
Speaker: Kay Box Edwards, 1209 Frances, Rosenberg, Texas 77471

(Information on development of 1- to 2-year-olds, focusing on physical and social development, including suggestions for home activities)

19. Learning to Talk...Talking to Learn Room 7
Speaker: Joyce Coleman, 207 Sunnycrest, San Antonio, Texas 78228

(Language development, stimulation in the home, importance of attentive listening, when and how to seek help for speech problems, including age-related checklist of normal speech and language development)

20. Toys--Get the Most for Your Money Room 8
Speaker: Dr. Johanna Hulls, 2211 Lawnmont, Apt. 216
Austin, Texas 78756

(Information on importance of and factors to consider in selecting toys for children, including safety factors; display and demonstration of toys for children of different ages and abilities)

21. Controlling the TV Monster Room 9
Speaker: Charles Corden-Bolz, SEDL, 211 East 7th, Austin, Texas 78701

(Effect of television on young children, ways of controlling TV viewing and reducing negative influence)

22. I Can't Get Along with This Child Room 3
Speaker: Alberta Castaneda, Dept. of Curriculum and Instruction,
College of Education, University of Texas at Austin,
Austin, Texas 78712

(Recognition of differences in temperament of children and parent, parent-child interactions, and ways of improving positive interactions)

23. Choosing Child Care Room 4
Speaker: Libby Doggett, 1906 Sharon Lane, Austin, Texas 78703

(Information on how to find and select child care within homes and day care centers)

24. Emotional Problems of Children Room 6
Speaker: Linda Gotts, 1430 Dumont, Richardson, Texas 75080

(Emotional development and problems of the young child; purpose and importance of family counseling, preventive aspects)

25. Safety and Children Room 12
Speaker: Marian Monroe, Child Development, Texas Office of
Human Resources, Austin, Texas 78701

(Safety precautions for preventing accidents; establishing routines to simplify daily care of young children; what to do in an emergency)

26. Emergency Child Aid Demo Area B
Speaker: Bettye Skaggs, 1707 Fawn, Austin, Texas 78741

(Videotape of emergency situations which often arise in homes and day care centers; instructions on how to plan for emergencies, and what to do until help arrives)

TOPICAL SESSIONS 1:40 - 2:40

32. We're Here to Help: Community Resources Room 12
Speaker: Jan Kryder, Coordinator, The Parenting Office
419 W. 6th St., Austin, Texas 78701

(Panelists will give an overview of the broad range of services available to families in the Austin area with emphasis in family life enrichment and parent education programs. The session will be aimed at the family without special problems, although panelists will be able to answer questions about meeting such needs if they arise.)

33. Early Learning for Babies
Speaker: Dr. Polly Turner, Department of Home Economics, Room 9
College of Education, University of New Mexico,
Albuquerque, New Mexico 87131

(Information on importance of infant stimulation, home care considerations, suggestions for home materials/activities related to children under 12 months).

34. Learning to Talk...Talking to Learn Room 10
Speaker: Joyce Coleman, 207 Sunnycrest, San Antonio, Texas
78228

(Language development, stimulation in the home, importance of attentive listening, when and how to seek help for speech problems, including age-related checklist of normal speech and language development).

35. Prepare Your Child for Reading Room 3
Speaker: Kay Wallingford, Austin Public Library, Old Quarry
Branch, 7051 Village Center, Austin, Texas 78731

(Importance of reading to young children; how to read to children of different ages; selection of appropriate stories and books).

36. Legal Aspects of Custody and Divorce Room 7
Speaker: Jo Betsy Lewallen, Stayton, Maloney, Hearne, and
Babb, P.O. Drawer 1687, Austin, Texas 78757

37. What the Child Development Associate Means to Parents Room 4
Speaker: Caroline Carol, Early Child Development Program,
P.O. Box 13166, Capitol Station, 78711

38. The Father's Role Room 11
Speaker: Dr. Renato Espinoza, Parenting Materials Information
Center, SEDL, 211 East 7th, Austin, Texas 78701

(Influence of the recent changes in society on the role of the father and how these changes are affecting family relationships).

39. I Can't Get Along With This Child Room 6
Speaker: Alberta Castaneda, Department of Curriculum and Instruction, College of Education, University of Texas at Austin, Austin, Texas 78712

(Recognition of differences in temperament of children and parents, parent-child interactions, and ways of improving positive interactions).

40. A Kid's Eye View of Exceptionality Room 5
Speaker: Jean Berry Smith, 2305 Quarry Road, Austin, Texas 78703

(Information and insight into the exceptional child's own view of exceptionality).

41. Each Child is Unique Room 8
Speakers: Dr. Mary Ellen Durrett and Dr. Phyllis Richards Department of Home Economics, University of Texas at Austin, GEA 115, Austin, Texas 78712

(Child growth and development related to 3-to-5-year-olds, focusing on developmental stages; suggestions for parent and family activities)

42. Emergency Child Aid Demo Area B
Speaker: Bettye Skaggs, 1707 Fawn, Austin, Texas 78741

(Videotape of emergency situations which often arise in homes and day care centers; instructions on how to plan for emergencies, and what to do until help arrives).

TOPICAL SESSIONS 2:45 - 3:45

43. We're Here to Help: Community Resources Room 12
Speaker: Jan Kryder, Coordinator, The Parenting Office 419 W. 6th St., Austin, Texas 78701

(Panelists will give an overview of the broad range of services available to families in the Austin area with emphasis in family life enrichment and parent education programs. The session will be aimed at the family without special problems, although panelists will be able to answer questions about meeting such needs if they arise).

44. Controlling the TV Monster Room 9
Speaker: Charles Corder-Bolz, SEDL, 211 East 7th, Austin Texas 78701

(Effect of television on young children, ways of controlling TV viewing and reducing negative influence).

45. Preventing Discipline Problems Auditorium
Speaker: Dr. Jackson Day, 8705 Silverhill Lane, Austin, Texas 78759

(Prevention of behavior problems; effects of expectations on behavior;

importance of consistency and realistic limit setting).

46. Early Learning for Toddlers Room 10
Speaker: Kay Box Edwards, 1209 Frances, Rosenberg, Texas
77471

(Information on development of 1-to-2-year-olds, focusing on physical and social development, including suggestions for home activities).

47. Choosing Child Care Room 4
Speaker: Libby Doggett, 1906 Sharon Lane, Austin, Texas 78703

(Information on how to find and select child care within homes and day care centers).

48. Eating Can Be Fun Room 7
Speaker: Rose Ann Shorey, 11900 Mustang Chase, Austin, Texas
78759

(Nutritional aspects; ways of making nutritional food enticing).

49. Emotional Problems of Children Room 5
Speaker: Linda Gotts, 1430 Dumont, Richardson, Texas 75080

(Emotional development and problems of the young child; purpose and importance of family counseling, preventive aspects).

50. Toys--Get the Most for Your Money Room 3
Speaker: Dr. Johanna Hulls, 2211 Lawnmont, Apt. 216, Austin
Texas 78756

(Information on importance of and factors to consider in selecting toys for children, including safety factors; display and demonstration of toys for children of different ages and abilities).

51. I Can't Stand This Fighting Any More Room 8
Speaker: David Williams, SEDL, 211 East 7th Street, Austin,
Texas 78701

(Sibling rivalry, causes of conflict and competition, how to reduce fighting and get sibling to cooperate; age related problems and conflicts).

TOPICAL SESSIONS CONTENT

EARLY LEARNING FOR BABIES

Pauline H. Turner, Ph.D.
The University of New Mexico

During the last decade much interest in the period of infancy has developed. The notion that a baby is a parasite until he is about three years old and is old enough to "learn" has all but disappeared from the thinking of both parents and professionals. On almost any newsstand today, one can pick up a magazine with an article relating to ways parents can help their babies learn. It seems to be unquestionable that a baby is an active participant in the learning process and is laying the foundation for future academic success.

There seem to be some very simple things that parents can do to make the period of infancy one that is challenging, yet not frustrating. One general area has to do with creating an environment that invites the baby to explore his surroundings. It is important to remember that babies learn through their senses (eyes, ears, nose, mouth, and touch) and by the ways they use their bodies. We therefore call baby learning "sensory motor" learning. What are some of the ways parents can assist in sensory motor learning?

1. Prop the baby with pillows so that he can see better. Rotate positions often--back to front and side to side. Change him often from crib to infant seat to pallet on floor to swing, etc. so that his visual range is alternated.

2. Sit baby up in a cardboard box with pillows around him for support. This helps the baby get stronger so that he can hold his head up.

3. Ring a bell or make a noise out of the visual range of the baby so that he will turn toward the sound. This helps him to coordinate his vision and hearing.

4. Hand baby objects to hold, such as rattle, block, small toy. This teaches him to use his fingers and shows him that things feel different.

5. Tie a bell around a baby's arm to show him that he can make something happen.

6. Talk to the baby while changing, bathing, feeding, and playing with him. This provides a language model, helps him to identify a familiar voice, and sets the stage for cooing, babbling and making words.

7. Teach the baby to use his eyes by moving an object from side to side, close enough so that he can focus on it.

8. Play peek-a-boo with the baby to help him use his body to find out that things are still there when he can't see them.

9. Build a sense of trust by holding the baby close while bottle feeding. Never prop bottles!

10. Suspend different object for him to hit. Increases eye-hand coordination.

11. Take the baby for a ride in the stroller and talk about the things he sees and hears.

12. Provide the baby with mirrors so that he can see his reflection and learn to recognize his image.

13. Provide the baby with a lot of water play in a plastic bath tub with floating and squeezing toys. Talk to him about the water, the toys, etc. as you trickle the way over his chest or let it drop from your finger. This provides tactile as well as language stimulation.

14. To help the baby reach and get what he sees, wear a scarf around your neck. As you change or play with him, lean over the baby so he can see your face and touch the scarf. The scarf with the face is like a toy. Shake the scarf so he can see it and reach it. When he touches it or grabs it, praise him.

15. Put a pillow on the floor with a few toys in front where the child cannot quite reach them. Put the child on the pillow on his stomach with his arms in front and his knees touching the floor in the back. Sit in front of the pillow and encourage the baby to reach for objects. This helps the child lift his stomach and get on his knees so he can crawl.

16. When baby is learning to sit alone, place him on the floor and surround him with pillows and soft toys. Encourage him to reach for the toy he wants.

17. To help the child learn that he can get things that are out of reach, tie a toy to a string. Put the baby on your lap so that he can reach the end of the string but not the toys. Help him learn to pull the string toward him.

18. Attract the baby with a toy. When he attempts to search for it or reach for it, cover it up with your hand. At first he will pull back his hand, because the toy simply does not exist if he cannot see it. At nine months, he will begin to believe that the missing toy exists if part of it is visible. By about a year old, he can understand changes in position, e.g., hiding the toy first under your hand and then under a napkin.

19. Babies like to look at brightly colored object; complicated, sharp shapes; contrasts, such as black and white; patterns, and shiny things.

20. Give the baby objects that he can hang together so his coordination improves and his auditory discrimination is developed.

GAMES FOR THE EARLY MONTHS: Begin at about 3 months when the usual position is flat on back or stomach. Key--let him know his efforts are having an effect. Efforts bring response.

A. Dialogue--promote speech making. When the baby makes a sound, respond to him by stroking stomach, moving close and smiling and repeating sound.

B. On the Track of the Rattle--foster coordination of eyes and ears with ability to move. Place the baby on his back; get out of his sight and hold rattle about 1' above his face. Shake gently until he sees it. Move in slow circle so he moves eyes, not head. After he follows it, reverse directions.

After he practices with eyes only, hold rattle about 12" from eyes and move in curved line all the way down to the side so he has to turn head to follow sound. Reverse direction. Has to use eyes and ears. If baby reaches, let him have it. Talk at the same time.

After baby can "use" his head, shake rattle a little behind his head; if eyes look up and can't see it, move forward and then back. Say, "Now, you see it." Include both right and left sides of head.

Place the baby on his stomach. Face baby and dangle rattle directly in front of face. Slowly lift so he has to raise head to follow it. You may need to encourage him by showing him how to push up on his arms to see it.

C. Baby Meets Toe--From 3-7 months, the baby is beginning to develop a sense of self, or identity. He is beginning to learn what is part of him and what is not. He loves to explore. He tastes, feels, and discovers his body. The mouth is the best part of the body for testing because it's the most sensitive. Objects must be safe for mouth (don't encourage and then deny).

Place a cradle gym, mobile, or tie colorful cording or fabrics to top bar of crib over feet. The cradle gym gives him the opportunity to practice his skill of getting hold of what he wants and making it move the way he wants.

D. Coordination of Eye and Hand--(after he follows the rattle with eyes and head). Hold rattle 1' over stomach and shake. Move slowly down so he can grab it as arms reach up. Smile and say, "Get the rattle, grab it." "You got it." Let him pull it toward him and then gently move it up until he releases it. Repeat.

GAMES FOR THE SITTING AND LAP BABY: 5 or 6 months to 9 months. Teach baby that when he acts on an object, it produces results. He recognizes mother as apart from him and is busy building trust in parents and others around him. He is learning about dependability; i.e., consistency of response from the people, things around him. He lives in the present. He believes that things will be regular and orderly. The earlier he acquires security, the better off he is. Language grows from 6 months on. The baby produces speech sounds, enjoys imitating adults' sounds and begins to be able to follow simple directions. He doesn't use words himself, but his behavior shows he understands some of them. He'll learn language only if you use a good deal of it around him. Speak in sentences, make voice rise and fall, get loud and soft, fast and slow.

A. Two-Way Stretch--The aim is to practice baby's controlling things around him by using his body. Use a spool with a piece of elastic wrapped around it. Dangle it and encourage the baby to reach for it. Use words, "Get," "grab," "catch". When he grasps it, pull it gently away so it will stretch. Get into push/pull game. Keep it within his reach. Respond to his sounds of pleasure.

B. Scouting the Territory--Outdoors let him reach and handle natural objects (rocks, leaves, sticks, snow, sand, pine cones). Describe what he is doing and how things feel; give labels. It is a good idea to police the area first for dangerous objects. Scouting uses the child's natural curiosity and exposes him to a variety of materials.

Follow up: Select some similar objects (4 hard things, 4 soft, 4 fuzzy). Let the baby handle and talk about them. Repeat. Let him play with objects any way he likes. The aim is to increase his range of experiences. Foods: hot/cold, salty/sweet.

C. Rattle--He is able to use his whole trunk to track down the rattle. Hold the rattle off to the side so the baby can hear it but has to turn his whole trunk to get it. Give it to him, if he finds it. Reverse directions.

D. Baby Power--Now that the baby has absorbed the idea of using his own body to get what he wants, he is ready for games that call for using other things to get what he wants. He incorporates his understanding of how the world works, helps him to learn to do for himself, and adds to his sense of pride. Show approval.

The baby's intellectual development is much entwined with his feelings. Whether he develops intellectual potential depends on three things: opportunities for activities; confidence that he can do them; and the conviction that it's worth doing them. This is why it's so important that you show warmth, love and pride without demanding success. Encourage for attempts, not success.

E. Toy and Blanket--Takes advantage of baby's small muscle skills, his ability to crawl, and his attraction to toys. Place a toy on a blanket just out of reach. When he pulls the blanket, tell him what he's doing. Demonstrate if necessary. (Do not use a rolling toy.)

F. Dialogue--Hold the baby face to face and make such sounds as: pa, ma, fa, da, ba. Let him imitate and smile and squeeze. The difference between this and the earlier game is that you are selecting from his speech sounds and getting him to imitate you.

G. Man in Space--Promotes sense of space relations. Use three different sized can or plastic nesting boxes. Build a pyramid. Say, "See, this one goes here, this one here, etc." "Now, you do it." Don't insist on the correct order. Explain why it works or not. Don't explain unless he tries. Show again when he indicated he's ready.

Turn the game into build-up, knock-down. Practice in doing and undoing leads to development of problem solving behavior. After lots of experience stacking, change to nesting. This game is self-correcting. The child can see if they don't nest. Say, "Oops, it won't go. Try again."

GAMES FOR THE CREEPER-CRAWLER: 8-13 months. The child will let you know by his interest, skill and length of time he stays with something if games are fun. Let him have a mix of old and new. The purpose for this period is to increase his small muscle skill in accomplishing things, further development in language, increase belief in own ability, and continued growth of understanding that the world is an orderly, consistent place. He can follow simple commands, respond to gestures, wave bye-bye, and respond to familiar words to show understanding. He gets around--be careful of what's around to handle. Don't cut off exploration by lots of "no, no" or "don't touch". The child is too young to understand why things are precious or even dangerous. Remove them from reach until he can understand.

A. Fetch--Let the baby retrieve a ball. Roll it and say, "Bring the ball to Daddy." Throughout daily work baby can bring towel, pan, etc. When he sees that you do something with them after he brings them, it makes fetching useful. Baby-proof the house and encourage his help.

B. Fill er Up--Space game. Put things into a basket (box) and empty them out. Show the baby how to fill the basket, talking. Then empty it. Leave with baby.

C. Searching Games--These enhance a growing sense of consistency. 1) Place a box inside of a box with toy inside the smaller box. Let him see what you are doing. Show him how to find it. Then hide it and let him find it. Talk! 2) Wrap a toy in a bag or piece of paper so it takes a little work to open it. Ask him to get toy from inside of paper. Show him how to use fingers to open without destroying paper. Then make it more complicated by using a rubber band. This increases control of his hands and fingers.

D. Peek-A-Boo--He thinks if he can't see you, you can't see him. Hide your face. Then play hide and seek. Hide your whole body (may begin by leaving part of self visible). Encourage the baby to hide from you.

E. More Baby Power--Combines the child's muscular ability, developing object concept, and ability to respond to simple commands. 1) Coffee can with removable top with slit. Place poker chips in the slot. "Now you fill it.": Show him how to empty the can. 2) Object inside of matchbox. Demonstrate and talk.

F. Blocks--These are the best possible toys since the baby can do so many things with them. Place two blocks in front of him on the floor and show him how to stack them. Let him do it. Then add a third block for the tower. This is a self-correcting activity. Then place three in a line to push. Add other blocks as the child is ready. Plain wood will do.

G. Supermarket School--The child can learn many things in a supermarket cart. Let the child help put things in the cart. Label items. Point out color, size, shape and texture. Let him see what happens to things when you get home. Connect pictures with objects. Differentiate refrigerator, pantry, etc. Any talk is better than silence.

Points to Remember in Planning Activities for Babies:

. . . Mothers can stimulate baby learning both by playing simple, interactive games with them and by creating a stimulating environment that the baby can explore.

. . . Developing skills such as focusing the eyes, coordinating eye and hand, and distinguishing differences among similar objects lay the foundation for later reading and thinking.

. . . Games help to impart to the baby facts about himself and the world around him.

. . . Interaction between the baby and his mother via simple games helps develop a growing trust and fosters a happy attitude.

. . . The most helpful experiences for your baby are easy to supply and great fun for both of you.

. . . Games during infancy help the baby learn to learn, something beyond the mere acquisition of facts.

. . . Games should not attempt to make your baby fit any rigid schedules or sequence of performance levels.

. . . Take your cues from the baby himself, and remember always that the key word is play.

. . . Encourage your baby to do everything, but force him to do nothing.

. . . The games aren't tests, and the baby musn't be called on to "pass" any of them.

. . . Sensory stimulation is "baby mind-magic," but too much world at once is confusing.

. . . The baby is quite active and cannot be expected to stay involved in an activity for very long.

. . . Repetition and later imitation are important forms of baby learning.

. . . Language, reinforced with gestures, helps the baby to learn the meaning of important things around him and thereby build a vocabulary.

Toys to Make:

1. Stack 'Em Up: Use 3 or 4 empty cans that will nest inside each other. Remove tops with electric can opener, soak off labels and wash and dry cans. Cover cans with contact paper and paint numbers in ascending order on them with nail polish, beginning with largest can as number 1. Cans can be used for stacking, knocking down, nesting, filling and emptying, etc.

2. Push toys: Use ice cream, oatmeal or corn meal cartons. Fill them with a few beans, bottle caps or pebbles. Cover with brightly colored paper. Good for rolling or shaking.

3. Milk Carton Blocks: Cut off and tape down tops of cardboard milk and/or juice cartons. Cover with contact paper.

4. Mobile: Wrap a wire coat hanger with crepe paper or yarn. Choose interesting, colorful objects, such as large buttons, plastic straws, cookie cutters, painted clothespins or popsicle sticks, etc. Tie them to coat hanger with varying lengths of string. Hang where baby can see but not reach.

5. Texture balls or cubes: Cut scraps of various textures and sizes. Sew together either a round or cube shape. Stuff with styrofoam or cotton.

6. Books: Use inexpensive muslin for the "pages". Pink the edges or paint with glue to prevent fraying. Stitch or tie pages together. Glue baby's favorite magazine pictures onto each page. Or make a texture book. Glue samples of different textures onto each page (e.g., sandpaper, fur, cotton ball, pieces of ribbon; or sew on buttons, bells, zippers, etc.).

7. A "Fill 'Er Up - Take 'Er Out Toy": Use a large coffee can, covered with contact paper. Cut a large round hole in plastic top. Fill with brightly colored plastic clothespins.

8. Picture cards: Mount heavy cardboard cards (approximately 5 x 7) with cut-out pictures of objects familiar to baby. Each card should have one specific word to identify it (e.g., shoe, ball, car, dog, house, etc.). Cards can be covered with clear contact paper.

9. Play house: Use a large cardboard box with a hole or door cut out so baby can crawl in and out.

10. Finger pull toy: Suspend this toy over the diaper changing table so that baby can reach up and pull it while he is being changed. Use a piece of elastic. Secure the top to a hook on the ceiling. Attach a colorful plastic ring or bell to other end. Place low enough for baby to reach and pull down with his fingers.

Some "Easy-to-find" materials that enhance baby learning:

Cardboard boxes of different sizes
Pots and pans
Spoons and spatulas
Metal or plastic cups and containers

Wooden blocks, sanded
Rubber or plastic blocks
Bells
Texture balls
Rubber balls
Large pillows
Unbreakable mirrors
Cigar boxes, with objects to put in and take out
Coffee cans with plastic lids
Cloth books
Mobiles
Patterned posters or wallpaper
Rattles
Cradle gyms
Large spools with piece of elastic attached
Stuffed animals
Nesting jars, cans, or boxes
Plastic dolls
Teething rings and beads
Floating toys
Peg and hole blocks

References:

Brazelton, T. Berry: Infants and Mothers: Differences in Development, New York: Delacorte Press, 1969.

Brazelton, T. Berry: Toddlers and Parents: A Declaration of Independence, New York: Delacorte Press, 1974.

Cole, A. et. al. I Saw a Purple Cow, Boston: Little, Brown & Co., 1972.

Gordon, Ira: Baby Learning through Baby Play, New York: St. Martin's Press, 1970.

Gordon, Ira: Child Learning through Child Play, New York: St. Martin's Press, 1972.

Munnion, C., Ed. The Open Home, New York: St. Martin's Press, 1976.

EARLY LEARNING FOR BABIES

Polly Turner, Ph.D.
University of New Mexico
Albuquerque, New Mexico

Points To Remember In Planning Activities For Babies

.....Mothers can stimulate baby learning both by playing simple, interactive games with them and by creating a stimulating environment that the baby can explore.

.....Developing skills such as focusing the eyes, coordinating eye and hand, and distinguishing differences among similar objects lay the foundation for later reading and thinking.

.....Games help to impart to the baby facts about himself and the world around him.

.....Interaction between the baby and his mother via simple games helps develop a growing trust and fosters a happy attitude.

.....The most helpful experiences for your baby are easy to supply and great fun for both of you.

.....Games during infancy help the baby learn to learn, something beyond the mere acquisition of facts.

.....Games should not attempt to make your baby fit any rigid schedules or sequences of performance levels.

.....Take your cues from the baby himself, and remember always that the key word is play.

.....Encourage your baby to do everything, but force him to do nothing.

.....The games aren't tests, and the baby mustn't be called on to "pass" any of them.

.....Sensory stimulation is "baby mind-magic," but too much world at once is confusing.

.....The baby is quite active and cannot be expected to stay involved in an activity for very long.

.....Repetition and later imitation are important forms of baby learning.

.....Language, reinforced with gestures, helps the baby to learn the meaning of important things around him, and thereby builds a vocabulary.

Some "Easy-To-Find" Materials That Enhance Baby Learning:

....Cardboard boxes of different sizes

....Pots and pans

....Spoons and spatulas

....Metal or plastic cups and containers

....Wooden blocks, sanded smooth

....Bells

....Texture balls

....Rubber balls

....Large pillows

....Unbreakable mirrors

....Cigar boxes, with objects to put in and take out

....Coffee cans with plastic lids

....Peg and hole blocks

....Cloth books

....Mobiles

....Patterned posters or wallpaper

....Rattles

....Cradle gyms

....Large spools with piece of elastic attached

....Stuffed animals

....Nesting jars, cans, or boxes

....Plastic dolls

....Teething rings and beads

....Floating toys

Books You May Want To Read

Brazelton, T. Berry: Infants and Mothers: Differences in Development New York: Delacorte Press, 1969.

Brazelton, T. Berry: Toddlers and Parents: A Declaration for Independence, New York: Delacorte Press, 1974

Cole, Ann, et. al.: I Saw a Purple Cow, Boston: Little, Brown & Co., 1972.

Gordon, Ira. Baby Learning Through Baby Play, New York: St. Martin's Press, 1970.

Gordon, Ira. Child Learning Through Child Play, New York: St. Martin's Press, 1972.

Munnion, C., Ed. The Open Home, New York: St. Martin's Press, 1976.

THE CHILD FROM THREE TO FIVE

Mary Ellen Durrett, Ph.D. & Phyllis Richards, Ph.D.
Department of Home Economics
The University of Texas at Austin

I. Each child is unique
   A. No two children are exactly alike
   B. Three-to-five-year olds differ on
      1. physical characteristics
      2. growth rates
      3. temperament
      4. activity level
      5. aggression, etc.

II. Recognizing the uniqueness of each child through observation
   A. Cues for observation
   B. Levels of observation
      1. What the child does
      2. How s/he does it
      3. Why s/he does it
   C. A film sequence portraying the social development of a four-year-old child shall be shown and his behavior shall be observed and discussed.

The following observational guide will be valuable in understanding an individual child.

Peer Relations

Type of play and frequency of each type play the child engages in:

1. Solitary - the child plays alone and independently with toys that are different from those used by the children within speaking distance and makes no effort to get close to other children.

2. Unoccupied - the child apparently is not playing, but occupies himself with watching anything that happens to be of momentary interest.

3. Onlooker play - the child spends most of his time watching the other children play. He often talks to the children who he is observing, asks questions, or gives suggestions, but does not overly enter into the play himself.

4. Parallel play - the child plays independently, but the activity he chooses naturally brings him among other children. He plays with toys that are like those which the children around him are using, but he plays with the toy as he sees fit, and does not try to influence or modify the activity of the children near him.

5. Associative play - the child plays with other children. The conversation concerns the common activity; there is a borrowing and loaning of play material. All the members engage in similar if not identical activity. There is no division of labor, and no organization of the activity.

6. Cooperative play - the child plays in a group that is organized for the purpose of making some material product, or of striving to attain some competitive goal, or of dramatizing situations of adult and group life. The control of the group situation is in the hands of one or two of the members who direct the activity of the others.

Friends (special friends?)
Approach to other children - notice instances when the child:

1. Seeks out other children

2. Waits for others to seek him out

Reaction to peers - notice instances when the child was:
1. Bold
2. Quarrelsome
3. Unkind
4. Competitive
5. Shy
6. Cooperative
7. Generous
8. Thoughtful
9. Sympathetic
10. Able to share

Leadership Abilities: Notice whether the child was a leader, follower, dominating leader, integrative leader. (A dominating leader does not consider the wishes of his followers, whereas an integrative leader does)

Attitude of other children towards child: Note when:
1. Other child initiated interaction

2. Other child avoided your child

Adult-Child Relations

Dependence on adults - notice instances when child was:
1. Dependent on adults

2. Independent from adults

Notice Reaction to adults
1. Clinging
2. Demanding
3. Anxious
4. Comfortable
5. Affectionate
6. Trustful

Note Response to discipline
1. Accepts limits
2. Tests limits
3. Asks for limits

III. Using the uniqueness when interacting with each child.
   A. Seeing and respecting each child as an individual
   B. Responding to each child as a person rather than to the group.
   C. Remembering a child is a child and not an adult.
   D. Building a feeling of self worth in each child.
      1. Noticing and praising the desirable behaviors of each child.
      2. Accepting and encouraging the expression of feelings
      3. Helping each child assume responsibilities appropriate to his or her age level.
   E. Helping each child develop skills in using his or her body, socializing, thinking, language acquisition and expression.

EACH CHILD IS UNIQUE

Mary Ellen Durett, Ph.D. & Phyllis Richards, Ph.D.
Department of Home Economics
The University of Texas at Austin

Social Development - Observation Guide

The following guide will be valuable in answering the computer questions. Read over the guide carefully and ask the proctor anything you do not understand. Fill in the guide as you view the film to aid you in remembering what you observed in the film. Remember, you may not observe all of the behaviors listed below.

Peer Relations

Type of play and frequency of each type play child engages in:

1. Solitary - the child plays alone and independently with toys that are different from those used by the children within speaking distance and makes no effort to get close to other children.

2. Unoccupied - the child apparently is not playing, but occupies himself with watching anything that happens to be of momentary interest.

3. Onlooker play - the child spends most of his time watching the other children play. He often talks to the children who he is observing, asks questions, or gives suggestions, but does not overtly enter into the play himself.

4. Parallel play - the child plays independently, but the activity he chooses naturally brings him among other children. He plays with toys that are like those which the children around him are using, but he plays with the toy as he sees fit, and does not try to influence or modify the activity of the children near him.

5. Associative play - the child plays with other children. The conversation concerns the common activity; there is a borrowing and loaning of play material. All the members engage in similar if not identical activity. There is no division of labor, and no organization of the activity.

6. Cooperative play - the child plays in a group that is organized for the purpose of making some material product, or of striving to attain some competitive goal, or of dramatizing situations of adult and group life. The control of the group situation is in the hands of one or two of the members who direct the activity of the others.

Friends (special friends?)
Approach to other children - note instances when the child:

1. Seeks out other children

2. Waits for others to seek him out

Reaction to peers - note instances when the child was: -
   1. Bold
   2. Quarrelsome
   3. Unkind
   4. Competitive
   5. Shy
   6. Cooperative
   7. Generous
   8. Thoughtful
   9. Sympathetic
   10. Able to share

Leadership Abilities: Note whether the child was a leader, follower, dominating leader, integrative leader. (A dominating leader does not consider the wishes of his followers, whereas an integrative leader does).

Attitude of other children towards child: Note when:
   1. Other child initiated interaction

   2. Other child avoided your child

Adult-Child Relations

Dependence on adults - note instances when child was:
   1. Dependent on adults

   2. Independent from adults

Reaction to adults
   1. Clinging
   2. Demanding
   3. Anxious
   4. Comfortable
   5. Affectionate
   6. Trustful

Response to discipline
   1. Accepts limits
   2. Tests limits
   3. Asks for limits

EACH CHILD IS UNIQUE

Mary Ellen Durett, Ph.D. & Phyllis Richards, Ph.D.
Department of Home Economics
The University of Texas at Austin

Social Development - Greg Questions

1. In what types of play did Greg most frequently engage (Refer to your observation guide)?

2. Does Greg play with one or a variety of children?

3. Does Greg play with only children of his same sex or does he also play with girls?

4. Does Greg seem to have a special friend? Yes or No?

5. Is social interaction ever initiated by Greg toward his peers or adults? Yes or No? If yes, give an example.

6. In what activities was Greg able to cooperate and play happily with other children. Name two.

7. In what activities was Greg unable to play cooperatively with other children?

8. How did Greg react when the teacher said it was clean-up time?

9. In what activities was Greg a leader?

10. How did Greg seek the teacher's attention?

EACH CHILD IS UNIQUE

Mary Ellen Durett, Ph.D. & Phyllis Richards, Ph.D.
Department of Home Economics
The University of Texas at Austin

Social Development - Greg

Social development means acquisition of the ability to behave in accordance with social expectations. Social development follows a pattern or sequence. The very young child lacks group feeling but as he grows older, he establishes group relationships. The beginning of social behavior is exhibited when the infant begins to differentiate between persons and objects. During the preschool years, a child develops into a socialized individual.

1. In what types of play did Greg most frequently engage (Refer to your observation guide.)

coop (must list both answers to be correct)
assoc

right CRP

wrong WRP. By observing all the scenes in the social module, you can see that Greg engages most frequently in cooperative and associative play for example, the doctor and tire scenes.

coop Yes, but did you observe any other type play Greg frequently engaged in?

assoc Yes, but did you observe any other type play Greg frequently engaged in?

The size of a child's play group usually increases with age. The 3 year old's play group usually consists of 2 while the 6 year old's group consists of 3 and 4 children. As children grow older, there is an increase in friendly approaches to other children.

2. Does Greg play with one or a variety of children?

var

right CRP.

wrong WRP. (go to film-tire scene) As you observed in the scene in which several children were working together to stack tires, Greg plays with a variety of children.

3. Does Greg play with only children of his same sex or does he also play with girls?

girls
both (Must list 1)

right CRP.

wrong WRP. (go to film - black) As you saw in the block scene with Bonnie, Greg plays with both boys and girls.

4. Does Greg seem to have a special friend? Yes or No?

N

right CRP.

wrong WRP. Greg plays with several different children throughout the film, and he does not limit his play to one child.

5. Is social interaction ever initiated by Greg toward his peers or adults? Yes or No? If yes, give an example.

Y

right CRP.

wrong WRP. Greg initiated social interaction in several scenes such as the doctor scene, the scene with Bonnie and the doll, and the painting scene.

(Examples)

doc
*tun*folk*
bonnie
doll
block
struct
car
truck
clean
swim
dive
sand
paint

(must list 1)

6. In what activities was Greg able to cooperate and play happily with other children. Name two.

board
block
doc
truck
car
clean
bonnie
dive
doll
swim

right CRP.

wrong WRP. (go to film - clean up) From the clean up scene, you can see Greg is very cooperative with his peers. Other scenes demonstrating cooperation were the doctor scene and playing with Bonnie and the doll.

7. In what activities was Greg unable to play cooperatively with other children?

sand

right CRP.

wrong WRP. (film - sandbox) Greg was uncooperative when he dumped sand on the child who was in the sandbox.

8. How did Greg react when the teacher said it was clean up time?

ign
cont
*no*att*
*no*stop*
*at*make*brid*

(must list 1)

right CRP.

wrong WRP. (go to film - clean up) As you can see, Greg ignored the teacher and continued playing.

9. In what activities was Greg a leader?

car
truck
block
div
doll
bonnie
girl
doc
sand
build

(must list 1)

right CRP.

wrong WRP. (go to film - building scene) Greg demonstrated his leadership in the car, truck, building scene and in the doctor scene.

The child's first social responses are toward adults, but each succeeding year the child spends less time with adults and more time with his peers. The 3 year old resists adult influences, seeks independence and becomes self-assertive. The 4 and 5 year old is more friendly and cooperative, seeking adult approval.

10. How did Greg seek the teacher's attention?

Yell
shout
through
*do*anoth*
paint
deman

(must list 1)

right CRP.

wrong WRP. (film -climbing scene As you can see, to get the teacher's attention, Greg shouts at her to "look" when he is climbing, and he tells her he wants to paint another picture (at the easel).

PREPARING CHILDREN FOR READING

Kay Wallingford
Austin Public Library

As surprising as it may seem, the very first step in teaching your child the love of books and reading comes during the age span from birth to age two. We are told that hearing is vague at birth but after the first few days, the infant is able to hear sounds. It is during this earliest period that a parent should begin sharing the experiences which will later lead to a rich appreciation of reading and literature.

Every parent should realize this fact when they are singing or humming softly to their baby, for usually, this is the earliest of four sharing experiences which I will discuss. It may be true that you aren't able to sing difficult songs with a beautiful voice, but the soft, melodious tones of a simple lullaby are within the reach of all parents and every baby is an appreciative audience. It isn't important that the selection be specifically a lullaby with pleasant words, for the infant is responding to the love in the voice and the security of the arms rather than to the words. Any verse, simple in content, with pronounced swinging rhythm and some repetition may be used. The soft, singing tone of the voice and its effect upon the child make it a lullaby. One parent has written that "even in faraway times when children were sung to sleep, what you might call a professional lullaby was never used by nurses who knew their business. They knew that for an actual sleep-inducer anything with a short, sharp swing and a melody capable of indefinite repetition would do." She continues by saying "I have been told that I dropped off soonest to a rouser known as 'Hold the Fort'." The words are not so essential, for it is the sound of the loving voice that appeals. It is this association of sound of words with pleasure in the attention of the parent that kindles an interest in "literature."

Examples of songbooks:

Lullabies and Night Songs by Alec Wilder

Lullabies from Around the World by Lynne Knudsen

Complete Nursery Song Book by Inez Bertail

Many of these early experiences with a baby can influence his enjoyment of reading. It has been said that children who become good readers are often those who think and talk well. So from his youngest days, help your child to think and talk. (But remember, children differ, some who are poor talkers become good readers later on.)

When the child reaches the age between six and seven months, simple little rhymes or jingles may be used with the lullabies. If he hears language at this early stage, he is likely to develop his own skills more rapidly. So your first play with the baby should include lots of talk, namely, 1) spontaneous conversation, 2) nursery rhymes, and 3) jingles. All the time, he is learning to distinguish between sounds that are very much alike or easily confused. He is developing a sharp ear for differences. All of this will help him with his talking, and later, with his reading. As with singing lullabies, the words at first make less difference with a baby than the rhythm, and almost anything that swings along will do. However, as soon as a young child really takes notice of words, or perhaps when you think he is about to do so, Mother Goose should have her chance or rather the child should have his chance at Mother Goose. These rhymes not only ring and sing with no music at all, but they also are little dramas which serve as a child's introduction to stories. Each of these nursery rhymes is a miniature drama with a moment of suspense and a decisive conclusion. Many others have a surprise ending, for example:

> Jack and Jill went up the hill
>   to fetch a pail of water,
> Jack fell down and broke his crown,
>   and Jill came tumbling after!

Examples of nursery rhyme books:

Lavender's Blue, a book of nursery rhymes by Kathleen Lines

In a Pumpkin Shell illus. by Joan Walsh Anglund

The Tall Book of Mother Goose illus. by Feodor Rojankovsky

Mother Goose and Nursery Rhymes by Philip Reed

Ring o'Roses illus. by Leslie Brooke

As soon as the child is able to direct the use of his hands, finger plays may be introduced. In this form, the child is able to enjoy the rhythm in the words as he hears them, and to give outward expression of that enjoyment. The child will be delighted with his achievement when he learns to participate in "Pat-a-cake" and "This Little Piggy." Finger plays may be used in two ways. While using gestures to tell the story, the words may be 1) read or 2) sung. Naturally, the very little child responds more readily to the music and motions since the singing sounds are pleasing to his ear, and the movements of the parent's hands attract his eye. Although their tastes broaden, the world of poetry has been introduced to the child in a most enjoyable way. Rhymes and jingles should be used continuously with the finger plays, and in fact, all of this material is so closely interwoven that it may be used every day throughout the first five years of life.

Examples of finger play books:

Let's Do Fingerplays by Marion Grayson

Fingerplays and Action Rhymes by Frances E. Jacobs

When the baby begins to like pictures (no certain age), the parent may introduce the world of picture books. However, never force books or any of these experiences, when the child is ready, he will pleasantly and openly respond to it. It is only when the parent and child are mutually enjoying their reading experience that the bond strengthens between them which leads to a respect and satisfaction with literature. Watch the reaction of your child very carefully, if it's unfavorable, change your rhyme, song, or try a different picture book. Respect his mood and choice; let reading wait until he wants it.

Long before a child can be a reader or even a listener to books, he must experience the first mysteries of reading, namely, recognition. The time when this stage happens in a child's life is completely dependent on each individual child, but if the parent is able to supply encouragement it can be an extremely satisfying time for a child. The books that are best for the youngest children operate on this principle. A child's first picture book should provide a collection of familiar objects of his everyday world. However, more important than the familiarity is the need for color which is clear and bright and pure, with uncomplicated outlines. When you're selecting picture books for children, make sure that at least some of them have brilliant colors. We must remember that we are dealing with very new experiences, nothing should be taken for granted. The books should not try to stimulate the imagination. They should give pictures of this little new-found world where all is in itself fresh and new and marvelous, pictures on which the two-year-old can exercise the new-found art of speech by calling things by name.

Examples of beginning basic picture books are listed in the following handouts.

Every child develops physically, mentally, and emotionally from birth onward throughout the preschool period and later at his own rate. As your child approaches three, he is on the threshold of much more controlled activity which will soon develop. Certain characteristics of a "maturing reader" may include:

1) an increasing span of interest

2) longer time period of attention and

3) more responses and remarks when read to.

From about three to five years of age, your child can acquire considerable skill in describing what is going on in the picture, such as the activity of the characters, the relationships between them, and the role played by the environment. Discuss these activities with your child as you read picture books together.

Selection of picture books and stories for the young child of this age is not very difficult. By using several favorite authors and titles as examples, the following list gives the parent certain qualities in books that appeal to children.

A. Subject content--look for these:

(1) Action and adventure

Where the Wild Things Are by Maurice Sendak

(2) Characters they can identify with and familiar situations

Play with Me by Marie Hall Ets

The Bear's Toothache by David McPhail

(3) Humor

Animals Should Definitely Not Wear Clothing by Judi Barrett

Horton Hatches the Egg by Dr. Seuss

(4) Animals

Make Way for Ducklings by Robert McCloskey

The Lion and the Rat by Jean de La Fontaine

(5) Simple Plot and Surprise Endings

Ask Mr. Bear by Marjorie Flack

(6) Repetition

The Judge by Harve Zemach

Too Much Noise by Ann McGovern

B. Illustration

(1) Color and Action

And to Think that I Saw it on Mulberry Street by Dr. Seuss

Leo the Late Bloomer by Robert Kraus

(2) Truthful interpretation--illustrations should match the text

Three Billy Goats Gruff by Marcia Brown

The Very Hungry Caterpillar by Eric Carle

Because childhood should be a time of exploring many kinds of books, adults who work with children should know the different types, both to prevent children from falling into reading ruts and to encourage them to try books of many varieties. Types of picture books to share with the young child have been listed below along with outstanding authors and titles.

A. Mother Goose

The Real Mother Goose by Blanche Fisher Wright

Brian Wildsmith's Mother Goose illus. by Brian Wildsmith

B. Rhymes and Jingles

The Rooster Crows by Maud and Miska Petersham

A Great Big Ugly Man Came Up and Tied His Horse to Me by Wallace Tripp

C. ABC Books

Bruno Munari's ABC by Bruno Munari

Ape in a Cape by Fritz Eichenberg

D. Fairy Tales and Folktales

The Ugly Duckling by Hans Christian Anderson

The Monkey and the Crocodile by Paul Galdone

E. Imaginative

There's A Nightmare in My Closet by Mercer Mayer

F. Bedtime

A Child's Good Night Book by Margaret Wise Brown

G. Realistic

Sam, Bangs, and Moonshine by Evaline Ness

H. Poetry and Riddles

It Does Not Say Meow by Beatrice De Regniers

I. Information

The Storm Book by Charlotte Zolotow

J. Concept

Sparkle and Spin by Ann and Paul Rand

K. Beginning-to-Read

Arthur's Honeybear by Lillian Hoban

It should be remembered that one of the most important purposes of reading to children is to make an impact on them--to make them curious about what is inside a book and to feel glad when they have found out. In order to make an impact the following points should be remembered:

(1) Use animation and expression

(2) Speak slowly and distinctly

(3) Soft, clear voice

(4) Don't hesitate to read the same story over and over again

(5) Enjoy what you're doing

Storytelling and reading aloud are the parents most powerful charms for luring children to books. By skillful use of the entertainment value of the many stories available, the parent persuades the child to undertake the trials of learning to read as well as

1) introduces them to a wide variety of literature

2) increases communication between parent and child, and

3) develops aural comprehension.

Fortunate children are those whose parents make the effort during the preschool years to give them a generous amount of book experience, who see that they have books of their very own, who teach them to care for them properly and treasure and enjoy them.

PREPARING CHILDREN FOR READING

Kay Wallingford
Austin Public Library

WHY?

"Reading is the base upon which virtually all formal learning rests, ...if a student can read well he can learn much,...if he reads badly, he will learn very little."

- Arther Trace, Jr.
Reading Without Dick and Jane

WHEN?

The time to begin is in the baby's first year, certainly by the age of 4 weeks.

1) Spontaneously converse with your baby.
2) Sing lullabies.
3) Share little rhymes and jingles.
4) Introduce Mother Goose nursery rhymes.
5) Teach the child finger plays and rhymes.

Eighteen Months

1) Share books with pictures of familiar objects - simple ABC books may be ideal at this time.
2) Make a "Feel Book" - with examples of interesting things to discover.
3) The child may look at books upside down.
4) Cloth and heavy cardboard books are recommended.
5) Child may need supervision while looking at books, as he frequently tears them at this age.

Two Years

1) Read together books with simple pictures, few details and clear color.
2) Talk to your child about the pictures: ask the question "What is it?" or "Where is the kitty?"
3) Simplify stories by interpreting them to him, using his vocabulary, people and experiences he knows, and especially his own name.
4) Share books with unique sounds and repetition such as M. Flack's Ask Mr. Bear.
5) Have patience as your child may want the same story over and over again.
6) Improvise and read stories which tell of familiar actions, people, and objects.

Three Years

1) Interest span increases, so books with more plot and action may be used.
2) Share books with information about nature, transportation, etc. woven into story form or told about in a basic fact book.
3) Ask your child to "read" the story back to you or to explain the pictures.
4) Inquire about storytimes offered at your public library.

Four and Five Years

1) As the control in listening to stories increases, select books with more detail in pictures as well as plot.
2) Introduce poetry, especially humorous rhymes as in Edward Lear's A Nonsense Alphabet.
3) Share stories telling the function and growth of things as in Virginia Burton's Mike Mulligan and His Steam Shovel.
4) Answer the many "why" questions of the child with information books such as Charlotte Zolotow's The Storm Book.

Six Years and Older

1) Continue your storytime with stories of greater length, more action and picture detail.
2) Select "concept books" which concern topics such as time, length, dimension. Try Miriam Schlein's It's About Time.
3) Try some "Beginning Readers" such as Lillian Hoban's Arthur's Honeybear. These readers concentrate on a controlled vocabulary and are smaller in format than picture books.

HOW?

Reading depends upon verbal ability:

1) Recognizing words by ear.
2) Speaking language easily and correctly.
3) Putting words into sentences that are understandable.
4) Raising questions about stories, songs, and poems.

Verbal ability is often completely developed before the child enters school - thus, PARENTS ARE THE MAJOR INFLUENCE IN A CHILD'S DEVELOPMENT AS A READER.

The role of the parent is to respond to the child's initiative, curiousity, and desire to learn. There are many ways in which parents can build a child's readiness for reading:

1) Reading aloud to him regularly.
2) Setting him an example in the enjoyment of reading.
3) Supplying him with picture books.
4) Giving him experiences to talk about.
5) Listening to him and answering his questions about words and other things.
6) Carrying on conversations with him at mealtime and while working abound the house.
7) Using correct speech.
8) Talking about the things he is doing.

WHAT?

Books for use with the very youngest
Lullabies
Lullabies and Night Songs - Alec Wilder
Lullabies from Around the World - Lynne Knudsen
Every Child's Book of Nursery Songs - Donald Mitchell

Mother Goose and Nursery Rhymes

The Real Mother Goose - Blanche Fisher Wright
Brian Wildsmith's Mother Goose - illus. by Brian Wildsmith
In a Pumpkin Shell - illus. by Joan Walsh Anglund
Tall Book of Mother Goose - illus. by Feodor Rojankovsky
The Rooster Crows - Maud and Miska Petersham
Ring o' Roses - illus. by Leslie Brooke

Fingerplays and Action Rhymes

Let's Do Fingerplays - Marion Grayson
Fingerplays and Action Rhymes - Frances E. Jacobs
Pat-a-Cake - Dan Siculan

Alphabet Books

First ABC - Nancy Larrick
Big Golden Animal ABC - Garth Williams
Bruno Munari's ABC - Bruno Munari

Picture Books

Ask Mr. Bear - Marjorie Flack
Chick and the Duckling - Mirra Ginsburg
Good Morning Farm - Wright
I Like to Be Me - Bel Geddes
Milton, the Early Riser - Kraus
Papa's Going to Buy Me a Mockingbird - Higgins
Very Hungry Caterpillar - Carle

Books for use with the preschooler

Angus and the Ducks - M. Flack
Bartholomew and the Oobleck - Seuss
Best Word Book Ever - Scarry
Child's Good Night Book - M. W. Brown
Dandelion - Freeman
Dreams - Keats
Fairy Tales - Hans C. Anderson (many editions)
Folk Tales - Brothers Grimm (many editions)
Frog Went a-Courtin' - Langstaff
I Know an Old Lady - Bonne
It Does Not Say Meow - DeRegniers
The Judge - Zemach
Make Way for Ducklings - McCloskey
Mike Mulligan and His Steam Shovel - Virginia Burton
Millions of Cats - Gåg
Monkey and the Crocodile - Galdone
Mr. Gumpy's Outing - Burningham
One Fine Day - Hogrogian
Sam, Bangs, and Moonshine - Ness
Sylvester and the Magic Pebble - Steig
Tale of Peter Rabbit - Potter
There's a Nightmare in my Closet - Mayer
Too Much Noise - McGovern
Where the Wild Things Are - Sendak

Books for use with the older child, 6-8 years

- Anatole series - Titus
- Andy and the Lion - Daugherty
- Biggest Bear - Ward
- Dick Whittington and His Cat - M. W. Brown
- Duffy and the Devil - Zemach
- Funny Little Woman - Mosel
- Great Green Turkey Creek Monster - Flora
- Happy Lion - Fatio
- How Do You Hide a Monster - Kahl
- How Droofus the Dragon Lost His Head - Peet
- How to Lose Your Lunch Money - White
- Little Tim and the Brave Sea Captain - Ardizzone
- Lentil - McCloskey
- Thidwick, the Big Hearted Moose - Seuss

For the Beginning Reader...

Look for books by

- Benchley
- Berenstain
- Bonsall
- Dolch
- Hoban
- Lobel
- Parish
- Seuss

In case you would like to know more...

CHILD STUDY

155.4 BE	Beadle, Muriel A Child's Mind; how children learn during the critical years from birth to age five
155.4 CH	Chukovsky, Kornei From Two to Five
155.4 Ge	Gesell, Arnold The First Five Years of Life
155.4 Ge	Gesell, Arnold Infant and Child in the Culture of Today
155.4 Pi	Pines, Maya Revolution in Learning; the years from birth to six
155.4 St	Strang, Ruth Helping Your Child Develop His Potentialities
155.422 Ch	Church, Joseph Understanding Your Child From Birth to Three

372.41 Go	Gould, Toni S. Home Guide to Early Reading
372.41 Ti	Tinker, Miles A. Preparing Your Child for Reading
649.1 Gi	Ginott, Haim G. Between Parent and Child
649.1 Go	Gordon, Ira J. Baby Learning Through Baby Play

CHILDREN'S LITERATURE

028.5 Be	Becker, May Lamberton First Adventures in Reading
028.5 La	Larrick, Nancy Parents Guide to Children's Reading
028.5 Sm	Smith, Lillian H. The Unreluctant Years
	Carroll, Celia Storytime. This booklet can be purchased at any branch of the Austin Public Library system for the printing cost of $3.15.

BETWEEN GROWN UPS AND KIDS
LEGAL ASPECTS OF CUSTODY & DIVORCE

August 27, 1977

I. DIVORCE

A. DO I NEED A LAWYER TO GET A DIVORCE?

The law does not require that a person have a lawyer to file any proceeding in any court. However, because of the importance of divorce, you should be represented at every stage of a divorce proceeding. If for any reason you did secure a divorce without an attorney, and the divorce was found to be improper for some reason, you could face serious problems many years later. These might include a bigamy charge if you have remarried, questionable social security rights, questionable inheritance rights, the status of children born of subsequent marriages, and other problems. If your case involves a contest by your spouse, or involves children, or any significant amount of property, then you should undoubtedly hire a lawyer immediately to protect your interests.

B. HOW MUCH DOES A DIVORCE COST?

The cost of a divorce is broken down into two separate areas, the "costs" and the "attorneys fees." The "costs" or "Court Costs" as they are sometimes called, are the amounts of money you must pay to the court in order to have your case filed, the money you must pay to a process server to serve papers on your spouse, and the amounts which must be paid for other necessary expenses. These expenses can include the cost of hiring a court reporter to write down questions and answers in certain proceedings called "Depositions." In many cases only some of these expenses will be incurred, but you should discuss them with your lawyer at the beginning of the proceedings. The attorneys fees in most cases are directly related to the amount of time the lawyer will have to spend on your case. Most lawyers bill on an hourly basis for divorce work. Therefore, if your divorce involves a great deal of disagreement between you and your spouse, it is likely that your attorney's fee will be higher than if there is general agreement. You should be sure to have a firm understanding with your lawyer about how the fee will be determined, since this is frequently an area of misunderstanding. Most lawyers require the payment of a retainer fee against which their time will be charged.

C. WHAT IF I CAN'T AFFORD A DIVORCE?

If you are unemployed and are not able to pay a lawyer, you may qualify for assistance from a legal aid program. For example, in Travis County, the Legal Aid and Defender Society provides low income residents of Travis County legal aid in consumer, housing, welfare and family law. In Austin, their address is 1713 East 6th Street and their telephone number is 476-6321. Alternatively, the laws of many states say that if you cannot afford to hire a lawyer, but your spouse could pay for it, then the court can order your spouse to pay your attorney. You should consult your attorney if there is some question as to whether or not you can pay for the divorce.

D. WHAT IS "NO-FAULT" DIVORCE?

"No-fault" divorce laws mean that neither spouse needs to prove that the other has been guilty of any misconduct in order to obtain a divorce. The only charge generally necessary is that the marriage has failed and cannot be saved. The main thrust of cases in "nofault" divorce is to resolve financial matters, custody rights and other similar problems; "fault" of a party is not considered in determining whether or not a divorce will be granted.

E. WHAT IS MEANT BY RESIDENCE REQUIREMENTS?

Every state requires that a person seeking divorce be a resident of the state for a certain period of time. This period varies from state to state. In some states you need only reside there for six weeks in order to be eligible to file for a divorce. In other states a much longer requirement exists. One of the first things your lawyer will need to know in determining whether you can obtain a divorce is how long you have lived in the state. In Texas, either the Petitioner or the Respondent must have lived in Texas for six (6) months and in the county where the suit is filed for ninety (90) days.

F. HOW LONG DOES IT TAKE TO GET A DIVORCE?

In Texas, where no part of the divorce is contested, a divorce can be obtained after the expiration of 60 days from the date upon which the papers have been filed in court and a copy served on the other spouse. On the other hand, if the divorce is contested, it may take a number of years before the divorce can be completed. After discussion, your lawyer may be able to give you an estimate of how long it will take you to get a divorce.

G. WILL MY DIVORCE BE A PUBLIC MATTER?

Every lawsuit filed in court is a public matter, unless there is a special order of the court. In many cities, newspapers list the names of people who are seeking a divorce. Court files, unless a good reason is given to the court, are public, and anyone who wishes to see them may do so.

H. HOW IS A DIVORCE BEGUN?

The first step in any divorce proceeding is the filing of the Petition. At the time the Petition is filed, the Court may be asked to issue a Citation naming your spouse as respondent. Once this Citation has been issued, a Deputy Sheriff or some other Process Server will be given the Citation and a copy of the Petition and will be requested to give these papers to your spouse. After the papers have been served upon your spouse, he or she will have a certain amount of time in which to file an Answer. Once the Answer has been filed the divorce action can proceed through whatever procedures may then be necessary.

I. WHAT WILL MY PETITION ASK FOR?

Your Petition will basically state all of those elements which you want the Decree of Divorce to incorporate. If you want, and are entitled to, child support then your Petition will ask for child support. If you wish to have property divided in a specific way, then your Petition can ask that it be divided in that way. Alternatively, it can simply ask for a fair and reasonable division of the property. It will also request that the court enter a formal order granting you a divorce. In essence, your Petition will ask for all of the relief that you want from the court. Anything which you do not ask for may not be granted by the court.

J. HOW WILL MY SPOUSE LEARN ABOUT THE DIVORCE PROCEEDINGS?

For a general description of this question, see the discussion in "H" above. If you believe that it is possible that you and your spouse can work out a suitable agreement for child custody, division of property, child support, and other matters then you may wish to discuss with your lawyer the possibility of advising your spouse before the divorce is filed in court. Sometimes, talking about it with your spouse beforehand can resolve some of the problems in a divorce. It would be best to ask your lawyer if you should discuss these matters with your spouse before being advised of your rights and obligations in your particular case.

K. WHAT IF I CANNOT LOCATE MY SPOUSE IN ORDER TO HAVE HIM OR HER NOTIFIED OF MY SUIT FOR DIVORCE?

If you are honestly unable to locate your spouse, you can usually get a divorce anyway. The laws of Texas provide that you can give notice "by publication" of the Citation and the Petition in a newspaper. A divorce accomplished in this manner takes longer, because more time is permitted in which an answer or response may be filed by your spouse, and it is more expensive.

L. WHAT WILL MY SPOUSE DO IF HE OR SHE DOES NOT AGREE WITH WHAT I ASK FOR?

If your spouse does not agree with all of the things which you ask for in your Petition, then he or she will file an Answer in court, and, he may file an Answer in any case. The Answer can either generally deny that you are entitled to the relief for which you ask, or it can state specifically areas in which there is disagreement. In the event that there is such disagreement, a Judge will finally decide all matters in dispute after the facts are presented to him at a trial.

M. IF I SUE FOR DIVORCE CAN MY SPOUSE AGREE TO A DIVORCE WITHOUT A FIGHT?

Yes, if your spouse agrees with all of the relief you have asked for in your Petition, then you can get a divorce without having it contested. Additionally, in Texas you have the right, if you and your spouse can so agree, to enter into an agreement.

N. CAN MY SPOUSE AND I AGREE TO USE ONLY ONE LAWYER?

If you and your spouse have agreed to all of the relief which either of you need, then it is not necessary that more than one lawyer be involved. However, both you and your spouse should recognize that a lawyer cannot represent two parties who may have adverse interests. The lawyer will tell you that he represents only one of you; the other, if there is any question at all, should consult a lawyer even if it is only to make sure that the Agreement or the Petition says what it appears to say.

O. WHAT IF I KNOW THAT MY SPOUSE WILL BE VIOLENT OR ABUSIVE TO ME OR OUR CHILDREN?

If you have good reason to believe that your spouse will be violent or abusive, or will attempt to harass or otherwise bother you during your divorce proceedings, tell your lawyer, and he can ask the court to issue an order prohibiting your spouse from bothering you. If such an order is issued by the court, and if your spouse violates the order, then he or she may be subject to being held in Contempt of Court, and may be put in jail under appropriate circumstances.

P. WHAT IF I DON'T HAVE ENOUGH MONEY TO LIVE ON BEFORE THE DIVORCE IS COMPLETED?

If your spouse has funds or is earning money and is capable of supporting you, and you neither have nor are able to earn enough money to live on--the court can order your spouse to pay you enough money to live on while the divorce is proceeding. An order such as this, however, is only a temporary order, and your spouse will not be required to support you after divorce. In Texas, the spouses have an equal duty to support their children until they are 18.

Q. IF MY SPOUSE SUES ME FOR DIVORCE CAN I ALSO SUE FOR A DIVORCE?

In states which have passed "no-fault" laws, like Texas, it makes little difference who sues for divorce, since the court does not grant a divorce to one party, but orders that the marriage be dissolved or terminated. If your spouse sues you, your lawyer can file what is known as a "cross-claim" in which you ask for a divorce also and the filing of which prevents your spouse from dropping the case and leaving you with no suit pending.

R. CAN A WIFE HAVE HER MAIDEN NAME RESTORED?

Yes. If you desire to have your maiden name restored, you should let your lawyer know as soon as you visit him. He can have that request incorporated in papers that go before the Judge, and the name change can be included in the Decree of Divorce.

S. CAN DIVORCE PROCEEDINGS BE DROPPED?

Yes, a divorce, like any other legal proceeding, can be dismissed at any time before it is granted by the court, provided your spouse has not filed a cross action. However, any costs which you have incurred and any fees which your lawyer has earned will have to be paid, and if already paid will not be refunded. If your spouse has sued you for divorce, you should see to it that the divorce is actually dropped, if the spouse says that it will be. If your spouse tells you that the divorce is being dropped, but in fact it is not dropped, then a Decree of Divorce could be taken against you by "default" because you failed to file an Answer within the proper time. Your lawyer can obtain a paper signed by the judge or another authorized court official indicating that the case was dismissed on a particular date.

T. SHOULD I DISCUSS PERSONAL MATTERS WITH MY LAWYER EVEN IF I DON'T WANT THEM TO BE A PART OF THE DIVORCE PROCEEDINGS?

Yes, you should treat your lawyer as someone in whom you can confide personal matters. Your lawyer will not be able to help you to the fullest extent if you are not completely honest with him in telling him everything which might possibly become a part of the divorce. By telling him in advance about personal matters which you do not want to become a part of the divorce proceedings, it may be that he can keep them out. If you do not tell him, then these matters may come up as a surprise to your lawyer, and he may not be able to prevent them from becoming a part of the proceedings.

U. IS IT POSSIBLE TO DISCUSS MY MARITAL PROBLEMS WITH A LAWYER WITHOUT INCURRING A LARGE EXPENDITURE FOR LEGAL FEES?

Yes, in many cases a lawyer will be willing to discuss your problems at the beginning for a small fee. When you first call the lawyer for an appointment, you should state that you only wish to discuss the problem without necessarily beginning an action for divorce or dissolution of your marriage. At that time, you should ask what the fee will be so that you can decide whether or not you would like to have the appointment. Most lawyers will bill on an hourly basis for the discussions that they have with you. Therefore, it is important to determine what fees will be involved at the very beginning in order to avoid any misunderstanding.

V. WHAT IF I AM DISSATISFIED WITH MY LAWYER'S SERVICES -- IS IT POSSIBLE TO CHANGE LAWYERS?

Yes, it is possible for you to change lawyers at any time. Remember, you hire a lawyer to serve you; if your lawyer does not serve you satisfactorily, then you should get a different lawyer. However, you must remember that you will have to pay the lawyer for whatever services he has rendered as well as for any costs which he has advanced for you. Any new lawyer that you hire will undoubtedly bill you for his services in familiarizing himself with the case -- thus, you end up paying twice: once, for your first lawyer to learn about your case, and again, for your second lawyer to do the same.

W. DO I HAVE TO APPEAR IN COURT AS PART OF THE DIVORCE PROCEEDINGS?

Yes. Even though your lawyer will do most of the work, you must still be present to testify at the trial of your case and at any other proceedings in Court where testimony is necessary, such as a hearing to compel your spouse to pay temporary support to you during the divorce proceedings.

X. WILL MY CHILDREN BE REQUIRED TO COME TO COURT?

Unless your children have some specific knowledge which is pertinent to the decisions which will have to be made by the Judge, your children will ordinarily not be required to come to Court.

Y. HOW SHOULD I DRESS FOR THESE COURT APPEARANCES?

You should wear neat, clean, simple clothing, the same kind that you might wear to work in an office. Avoid excessive jewelry and makeup. Do not come to Court wearing blue jeans, shorts, or soiled clothing.

Z. HOW SHOULD I CONDUCT MYSELF AT THESE COURT APPEARANCES?

You should be serious, courteous, and eventempered. A divorce trial frequently involves private subjects, and it is easy to become emotionally involved when present in Court. However, it will be to your advantage not to become angry, antagonistic, or overemotional. Also, do not attempt to become overly friendly with the other persons at the trial.

AA. WHEN IS A DECREE OF DIVORCE FINAL?

This varies from state to state. In Texas, a Decree of Divorce is final as soon as the Judge has signed it and it has been entered on the Court records. If you are considering remarriage, you should advise your lawyer and discuss with him Texas' 30-day waiting period for remarriage.

BB. WHAT IF I AM DISSATISFIED WITH THE JUDGE'S RULING?

It is usually possible to appeal the ruling of a Judge to a higher Court. However, unless there is some strong legal basis upon which to do so, your lawyer may advise against this. Appeals of this nature are expensive and are frequently unsuccessful. You should discuss this with your lawyer at the earliest opportunity, if you wish to consider an appeal, since there are important time limitations.

CC. WHAT IS A COMMUNITY PROPERTY STATE?

Texas is a community property state. A community property state is one which has passed laws which give a special status to property acquired by husband and wife while they are married. Such property is known as "community property." "Community property" means that the husband and wife both have an interest in the property even though it might have been purchased with the earnings of one spouse and not the other. If you live in a community property state, your rights in property owned by you or your spouse may be affected. Your lawyer knows how such laws will relate to you.

DD. CAN I FREELY USE MY PROPERTY DURING THE PERIOD WHEN THE DIVORCE IS IN PROCESS?

Yes, as a general rule. However, you should not dispose of your property in such a way that you receive less than a fair price for it, nor should you give it all away in order to attempt to defeat any rights which your spouse may have. A judge can, under certain circumstances, treat an improper disposition of property as though it had not happened, and you might receive a smaller amount of property as a result. If the Court has prohibited you from disposing of the property, you must follow the Court's order. Talk to your lawyer about this.

EE. CAN MY SPOUSE BE PREVENTED FROM USING MONEY WE HAVE IN JOINT BANK ACCOUNTS?

If you have money in a joint account which permits either party to withdraw the money, then your spouse can remove all of the money from the account unless he or she is prohibited from doing so by a Court order. A simpler method of prohibiting a spouse from removing the funds from a joint account is for you to move all or part of the funds into a separate account. You should, however, do this only with the consent of your lawyer since such actions may take on the appearance of an attempt to cheat your spouse. Such action should be accompanied by a statement from you or your lawyer to your spouse or his or her lawyer that the funds are being removed for safekeeping. It must be known that you are not attempting to keep them and secrete them as your own funds.

FF. CAN MY SPOUSE BE REQUIRED TO PAY DEBTS WHICH WERE ACCRUED DURING THE TIME OF OUR MARRIAGE?

The Court can order your spouse to pay the obligation, but the Judge cannot prohibit the creditors from seeking payment directly from you, if your spouse does not make the payments. Thus, if the Judge orders your spouse to make the payment and he or she refuses, and you are compelled to make the payment, you would have to pay. However, you would have a right to seek that amount of money from your spouse as repayment.

II. CUSTODY OF CHILDREN

A. HOW IS THE CUSTODY OF A CHILD DETERMINED?

When your divorce comes before a Judge, it will be the duty of the Judge to determine which spouse shall have the custody of the child or children of the parties. The function of the Judge is not to determine which parent is more deserving, but how the welfare of the child will be best served. Ordinarily, all of the children are placed in the custody of one parent, since this is usually the best way to serve the welfare of the children. However, if the Judge determines that the children's welfare will be best served by giving custody of some to the father and some to the mother, then the Judge has the authority to do so.

B. ARE OLDER CHILDREN PERMITTED TO STATE A PREFERENCE AS TO THE PARENT WITH WHOM THEY LIVE?

Children who have reached an age at which they can make a logical preference are permitted by the law to state a preference. In Texas, 14 years of age is controlling. However, effective two days from now, i.e., August 29, 1977, a new law will take effect which provides that upon request, the Court must confer with a child 12 years of age or older and can confer with a child under 12. This statement is not binding upon the judge, but will be considered by the Judge when he makes his determination as to which parent should have custody.

C. CAN THE CUSTODY OF A CHILD BE CHANGED?

Yes, if the circumstances surrounding the original grant of custody change, then the custody itself can be changed. As in determining custody originally, the welfare of the child will always be the first consideration.

D. IS IT NECESSARY FOR A CHILD TO APPEAR IN COURT IN CONNECTION WITH A CUSTODY HEARING?

No, unless the child has reached an age where he may state a preference as to which parent has custody, the child need not appear in Court. The facts which will help the Judge to determine who should have custody can be brought out by taking testimony from various parties, but the presence of the child is ordinarily not necessary.

E. ARE THERE CIRCUMSTANCES UNDER WHICH MY SPOUSE CAN BE PREVENTED FROM SEEING OUR CHILD OR CHILDREN?

Under ordinary circumstances, if your spouse is paying any required child support, he or she is entitled to exercise such visitation rights as the Court allows. However, if you can establish that your spouse's presence is harmful to your children, then your spouse can be prevented from seeing them. Thus, if your spouse is violent or uses abusive language, or is threatening to your children, or visits them while under the influence of alcohol, then the visitation rights may be limited or prevented. However, the limitations can be imposed only by a Judge. You cannot decide by yourself to limit your spouse's rights of visitation.

F. DOES TEXAS HAVE ALIMONY?

Texas does not have permanent alimony. During the pendency of the divorce proceeding, however, and only during that time, the court under certain circumstances can order alimony payments from one spouse to the other.

G. WHAT FACTORS ARE CONSIDERED IN DETERMINING WHETHER OR NOT TO AWARD CHILD SUPPORT?

In Texas, each parent has a legal obligation to contribute to the support of his or her children until they reach the age of 18.

H. WHO WILL DECIDE THE AMOUNT OF CHILD SUPPORT TO BE AWARDED?

If you and your spouse are unable to come to an agreement with respect to the amount of child support to be awarded, then the Judge will make that decision after hearing testimony as to the needs and ability of the parties to pay.

I. WHAT FACTORS ARE CONSIDERED IN DETERMINING THE AMOUNTS OF CHILD SUPPORT?

In every case, the Judge will consider the needs of the child who is to receive child support, as well as the ability of the other spouse to make such payments. The general goal of the Judge is to permit the parties to continue to live in essentially the same degree of comfort that they lived in while married.

J. CAN THE AMOUNTS OF CHILD SUPPORT BE CHANGED?

Yes, the Court has the power to change the amount of child support set forth in the original Decree. In order to bring about an increase or a decrease in the amount of these payments it is generally necessary to show that there has been some significant change of circumstances. Thus, if a child has incurred numerous medical expenses, an increase in the amount of child support payments may be required to help compensate for these extra expenses. Conversely, if the party paying child support payments is ill and loses a job, the payments may be reduced.

K. CAN PROMPT PAYMENT OF CHILD SUPPORT BE COMPELLED BY THE COURT?

Yes, if your former spouse's payments are undependable, and always late, you may petition the Court to have an Order compelling prompt payment. If your former spouse continues to be undependable the Court can hold him or her in contempt of Court. Under certain circumstances, a Court may order a nonpaying spouse to be jailed until payment is made. Past due amounts can be reduced to a judgment and collected from the spouse's assets. If your spouse has moved to a different state and is delinquent in child support payments, you may be able to benefit from a "Uniform Support Law" which has been enacted by all the states. Under this law, past due payments of child support can be collected by an office in the state where the nonpaying spouse lives.

L. CAN THE PAYMENT OF CHILD SUPPORT BE AVOIDED BY A DECLARATION OF BANKRUPTCY?

No. Child support obligations are debts which cannot be avoided by a Declaration of Bankruptcy.

M. HOW DOES DEATH OR REMARRIAGE OF THE PARTY WHO IS RECEIVING CHILD SUPPORT PAYMENTS AFFECT THE PAYMENTS?

If a party having custody of children dies, the obligation still remains on the other parent to continue to support the children.

N. IF THE PARTY HAVING CUSTODY OF THE CHILDREN REMARRIES, AND THE CHILDREN ARE ADOPTED BY THE NEW SPOUSE, WHAT IS THE EFFECT ON THE CHILD SUPPORT OBLIGATIONS OF THE FIRST SPOUSE?

In order for a new spouse to adopt the children of a former spouse, it is necessary that both of those parties agree that the adoption may take place. If the former spouse agrees that the adoption may take place, and the new spouse does adopt the children, then the obligations of the former spouse cease upon the adoption. At that time the adopting spouse is treated by the law as the natural parent of the children, and, in the event of a subsequent divorce, the adopting spouse would be responsible for the support of the children adopted.

III. ESTABLISHMENT OF CREDIT FOLLOWING DIVORCE

A. CAN A WOMAN OBTAIN CREDIT FOLLOWING A DIVORCE?

Women with separate property or who work outside the home have been the main beneficiaries of a 1973 statute which prohibits the denial of credit solely on the basis of sex.

Since June 1, 1977, creditors must determine as to each new account whether the applicant's spouse will be permitted to use the account (if the account is for open end credit). If the answer is "yes", the creditor must report the account to the credit bureau in a manner which will reflect the participation of both spouses. For accounts already in existence on June 1, 1977, this Federal regulation requires that creditors must determine from a review of their files whether an account is one which should reflect the participation of both spouses.

Drafted by:

Jo Betsy Lewallen
Certified Specialist in Family Law
Texas Board of Legal Specialization

STAYTON, MALONEY, HEARNE & BABB
Attorneys at Law
P. O. Drawer 1687
505 West 12th Street
Austin, Texas 78701

SUMMARY OF THE CDA CREDENTIAL AWARD SYSTEM

Karen Bordelon
Early Childhood Development Division
Texas Department of Community Affairs

In many Texas day care and preschool programs today one can meet over two hundred caregivers of young children who have the initials "C.D.A." after their names. These three letters, which stand for "Child Development Associate," tell parents that their child's teacher is especially prepared to provide quality care for their child.

What Is A C.D.A.?

A Child Development Associate (CDA) is a person who has earned a new kind of credential in early childhood education/child development. The CDA credential signifies that its holder has been assessed and found to be competent in helping children learn and develop. Having the CDA credential means that a person is recognized nationally for his or her competence in caring for children, by early childhood education/child development professionals through the CDA Consortium. The CDA is qualified to assume responsibility for three- to five-year-old children in a group setting and to work with their parents.

What Does A CDA Do?

A CDA has many talents and skills. She or he is able to care for a group of children while tending to their physical, social, emotional and intellectual needs. The CDA sets up and takes care of the child care center room. In addition, she or he keeps in contact with parents and helps them to become involved in the center's program.

Every CDA is personally responsible for the children she or he cares for. Each must be able to:

- set up and maintain a safe and healthy learning environment;
- help children use both their bodies and their minds;
- encourage children to believe in their own strengths;
- help children and adults get along in a group;
- provide a link between what the child does at home and what she or he does at the child care center;
- do many other things which are related to children's programs.

Who Is Eligible To Apply For A CDA Credential?

The CDA credential is available to many persons who are working in early childhood development programs. To enroll as a candidate for the CDA credential one must meet four eligibility requirements:

- Age -- You must be at least 16 years old.
- Access to Center -- You must have access to an approved child-development center, where observation by an assessment team is possible.
- Training -- You must have had some formal or informal training in early childhood education/child development.
- Experience -- You must have had at least eight (consecutive) months of full-time experience, or 16 months of part-time experience working with children of three to five in a group setting.

If the information on your Enrollment Form indicates that you meet all of these requirements, the Consortium sends you a set of application materials.

What Is The Child Development Associate Consortium?

The Child Development Associate Consortium is a private, nonprofit corporation composed of 39 national groups and two public members -- the total representing a membership of more than half a million persons who are directly concerned with the education and development of young children.

Since 1972, when it was founded, the Consortium has developed a system to assess and recognize persons with the qualities and skills important in working with children. This system, the CDA Credential Award System, is now in operation. Through the Consortium, early childhood education/child development professionals participate in regulating their profession. Only the Consortium can award the CDA credential.

How Does The CDA Assessment Process Work?

The CDA Candidate's performance with children, staff and parents will be assessed by a four-member team. This team includes:

- you, the Candidate;
- a Trainer who knows your day-to-day work, has supervised you at a school or center or in a training program, and is familiar with local preschool programs;
- a Parent-Community Representative who shares the viewpoint of the community the Candidate serves, and is familiar with the specific center in which the Candidate is being assessed;
- a specially-trained Consortium Representative who is assigned to the team by the Consortium.

These assessment team members will gather different sorts of data. For instance, you will be asked to put together a Candidate's Portfolio containing samples of what you do with children each day. This may include curriculum materials, examples of home-center coordination, planning charts and the like. The Trainer will write a wide-ranging evaluation report. The Parent-Community Representative will observe you and will find out how parents of children in your room react to your work. The Consortium Representative will observe how you relate to a group of children, and then will hold a follow-up interview. All of this information is, of course, kept in strictest confidence.

This information is put together and studied by the members of the team. You receive a frank profile of your strengths and weaknesses in caring for a group of children, along with recommendations for improving your skills. Then the team decides whether or not you should be recommended for a CDA credential.

What Are The Benefits of Becoming A CDA?

- The CDA credential is concrete evidence of your ability to work effectively with a group of children.
- The CDA credential proves your ability to demonstrate the six CDA competencies.
- The CDA credential is a seal of approval from the early childhood profession, as represented by the 39 organizations that make up the Consortium.
- A number of states, including Texas, have granted official recognition to the CDA credential, by making it one of the options by which child-care workers can meet state regulations. The number of these states grows each year.
- Because the credential is a national award, it gives you professional mobility. Its value travels with you, should you move to a new area.
- In the process of assessment for the credential, you will gain new awareness of the style of your work with children.
- At the end of assessment, you will receive a composite profile of your strengths and weaknesses and a series of suggestions for improving your work with children.
- CDA's invariably say that the assessment experience has increased their self-image and confidence in their work in the classroom.

Is CDA Training Available?

Many community colleges are currently offering CDA competency-based training for persons who want to get more professional preparation before they apply for the CDA credential. If you are interested in formal CDA training, contact the dean of instruction of the community or junior college nearest you. Or contact:

Mrs. Carroll Parker — Division of Post-Secondary Programs
Texas Education Agency, 201 East 11th Street
Austin, Texas 78701 (512) 475-3589

The Texas Department of Community Affairs' Early Childhood Development Division has published a set of CDA Instructional Materials developed and refined over a period of years through the efforts of the Department, other State agencies, and community college child development programs in Texas. Each of the six books focuses on one of the 6 CDA competencies and provides learning activities to help one acquire the competencies. The CDA Instructional Materials can be purchased by contacting:

Texas Department of Community Affairs
Early Childhood Development Division
P.O. Box 13166, Capitol Station
Austin, Texas 78711

Jeannette Watson, ECDD Director or
Caroline Carroll, CDA Project Director
(512) 475-6386 or Toll Free WATS
(1-800) 292-9642 (Texas only)

How Can I Apply For The CDA Credential? Persons who have received CDA training or who feel they already have the skills and knowledge required should apply for assessment and credentialing to the National CDA Consortium Inc. Contact the Consortium by writing: The Child Development Associate Consortium
7315 Wisconsin Avenue, Suite 601-E
Washington, D.C. 20014

THE ROLE OF THE FATHER

Renato Espinoza

Introduction

This essay is not concerned with the biological act of fathering. Rather, it is an examination of these behaviors that seem to be required from an adult male for the survival of the family unit. There are good reasons to believe that the place of the male in the family is derived from the nature of the human species, in which a slow post-natal development and the need for close supervision of the baby demands male assistance. Thus, biological paternity is not a prerequisite for paternal behavior. There are examples of human societies in which most of the behaviors that we associate with the father are performed by other males, most commonly maternal uncles.

Roles

The discussion of the role of the father requires that we first clarify the meaning of certain terms. A role is defined by a set of behaviors that are expected from the person performing that role. Social roles serve to organize our social exchanges by reducing our uncertainty about what to expect from others. Some roles are rigidly prescribed, socially determined through laws and regulations, and violations of these prescriptions can result in formal sanctions. This is the case of some professional roles such as doctor or policeman.

Since roles are learned, there is considerable variability in the actual performance of roles, both in terms of one person over time (as in the learning process) and in terms of differences between different people who occupy the role. Thus, we often make value judgments on how well a role is performed by others or even ourselves. The standard against which we judge performance that constitutes the socially defined content of the role.

Many social roles are defined in relation to other related or complementary roles. The role of father is defined both in terms of the role of son or daughter, but also in terms of the role of mother. Variations in the role of father and mother can arise from the division of the tasks necessary to insure the integrity and continuity of the family as a social unit.

Contemporary fathers

The examination of the role of the father in contemporary America indicates a slow departure from what has long been considered the traditional patriachial dominance of the father. This is clearly not the only possible arrangement, as it is demonstrated by the existence of other cultures in which the family configuration is characterized by more than one male (polygyny) or more than one female (polyandry). The social and cultural roots of most American families, however, can be traced to the Greek, Roman and Hebrew patriarchs.

Some contemporary developments are seen as weakening or at least threatening to weaken the salience of the father in the family. Work demands in our contemporary society may diminish the amount of time that fathers spend with their families. The impact of the length of the work week and the distances between home and place of work seem to have differential effects depending on the socioeconomic level and type of occupation of the father. Professional-managerial type workers tend to work longer hours, while blue collar workers have won shorter work weeks. This, however, does not necessarily mean that they spend the extra leisure hours in direct, active interaction with their children.

The knowledge explosion associated with rapid technological change can increase the distance between parents and children. Novel school curricula and fast change in social values tend to increase the distance between the older generation's world and that of younger members of society. The traditional role of the father as a guide into society and his sense of security and competence derived from operating in familiar grounds can be easily lost, thus weakening the father's self-concept as a competent individual.

The relationships between husband and wife are changing as a consequence of the sexual revolution. The sex role changes associated with a more egalitarian philosophy can result in a threat to the traditional male dominance, thus affecting the performance of the father functions. The family is a complex social system in which changes in one level produce changes in another level.

Divorce is the single most important development affecting the role of the father. The recognition of the right of adults to seek their own happiness, and the realization that keeping a marriage together for the sake of children is an ineffective illusion, are important elements that explain the continuing increase in divorce rates. Greater opportunities for women in the labor market provide the economic leverage that allows divorced women to survive economically. The main effect of divorce is the increase of the number of single parent families, most of them father-absent families.

The father-child relationship

Until recently the bulk of psychological research on parent-child relationships focused on the role of the mother, the effects of separation and maternal deprivation. The close dependence of the infant from his mother, the satisfaction of basic needs, the care and protection she provides can explain the development of attachment and love for the mother. The explanation of how the child develops love and attachment to the father, however, requires further elaboration. In the process of socialization, that is the transformation of the child into a functioning member of society, the father is a central figure. The father represents the society within the family and he also represents the family unit to the larger society. The father incites children to incorporate the prohibitions and values of society, and he symbolizes the authority of society. The father is the agent within the family that carries most social and economic values and skills necessary for the continuity of society. His job is to free the children from the dependence on the mother and face the responsibilities as adults in the society.

To Freud, this process of accepting through the father the norms and values of society was accomplished because the child identified himself with his father. His explanation of why this would be the case marked a milestone in our view of sexuality, and it has influenced researchers and practitioners for decades.

According to Freud, the power of the father derives from the anticipated fear the male child experiences of being castrated because of his sexual attraction to his mother. The resolution of this conflict, the Oedipus complex, is accomplished through identification with the father, putting himself in his place, becoming himself like his father.

Sociological and social learning theories also consider identification as an important process, but the choice of the father as a model for identification is based on his perceived power to dispense or withhold rewards. Imitation by the child of these behaviors is selectively reinforced by the parents.

Sex-typing

A critical aspect of the role of the father is that of providing a model for sex appropriate behavior to his children.

This model is important for the same sex child (the male), but it is also a great influence over the perception that the girl acquires of what a man, a husband and a father should be. This anticipatory socialization for marriage and parenting has a great impact on the transmission of role behaviors, and it becomes a source of both continuity and change in the definition of role appropriate behaviors. Our behavior as parents has been molded to a significant degree by our own experiences as children. However, the potential for change now is greater than before, because mass communication media provides alternative models that increase the range of choices open to young people.

The father-child relationship does not take place in isolation. The father has a greater role than the mother in promoting sex typing in children. Fathers tend to reward both masculinity in boys and femininity in girls to a greater extent than mothers. High nurturance and participation in child care on the part of a dominant father tends to enhance his son's masculinity. In addition, peer groups and mass media provide powerful influences that can undermine or support the father's.

Father absence

The father-child relationship is part of a complex set of relationships that link all members of the family. Thus, the nature of the husband-wife relationship has profound effects over the children. If the relations are mutually supportive and satisfying, the mother reinforces the process of identification and the positive feelings between father and son. These feelings constitute a powerful motor to increase trush, cohesiveness, autonomy and socially desirable behaviors, and to decrease conflict.

Father absence is often associated with poor adjustment, but it is particularly marked when the absence is due to separation, divorce or desertion. The younger the child when the absence takes place, the more detrimental its effects. However, the way in which the mother interprets to the child the absent father and the dynamics behind the departure are critical dimensions. The impact of father absence is lessened by competent and secure women, who often enhance the child's masculinity even in the absence of a continuing real life model.

Summary

Lynn (1974) has summarized in the following generalizations what is known about the father's role that is supported by some research evidence:

1. In most cultures, the father is most frequently the dominant figure, often commanding deference from his wife and children.

2. Children generally see their father, more than their mother, as nurturant, punitive, strong, powerful and fearsome. The father is most commonly viewed as the breadwinner and the mother as the homemaker and child rearer.

3. Parental discord is often associated with poor adjustment, lack of popularity, low self-esteem, poor achievement, lack of initiative, low leadership, lowered I.Q. and learning problems.

4. Maternal dominance tends to lower the son's masculinity, his identification with his father, but father dominance does not have a similar effect over daughters. A dominant father that is also nurturant and participates in child care is more likely to have sons who are high in masculinity.

5. The lack of father's love and support is often associated with low scholastic achievement in boys.

6. Father behavior is related to delinquency in adolescents; alcoholism, criminal record, extreme aggression, punishments, rejection, and erratic discipline often characterize the fathers of delinquent boys. Loving and rational fathers, on the other hand, tend to promote competence in their children.

7. Unloving, authoritarian, punitive fathers tend to have dependent, withdrawn, anxious and dejected children.

8. Lengthy absence of the father is often associated with poor adjustment in children, especially in the case of divorce, separation and desertion.

These generalizations indicate that the father role is important indeed, and that every effort should be made to provide assistance and support to those families that face the loss of the father even for short periods of time. The form this support should take, the most adequate source of support, the delivery system, and other specific aspects constitute one of the most critical issues facing the American society. The children of today are the men, husbands and fathers, women, wives and mothers of tomorrow. Human happiness and survival is at stake.

References

Lynn, David B. The Father: His Role in Child Development. Brooks/Cole Publishing Company, Monterey, 1974

Dodson, Fitzhugh. How to Father. Nash Publishing, Los Angeles 1974

Mussen, P. H., Conger, J. J., and J. Kagan Child Development and Personality. Harper & Row, Publishers, New York 1969

Yankelovich, Skelly and White, Inc. Raising Children in a Changing Society. General Mills, Inc. Minneapolis 1977

MUSICAL ACTIVITIES FOR BODY MOVEMENT

Winna Gene Nelson

Today we will be working with musical activities to enhance body movement.

You have been hearing this one for many years but I give it to you again because I believe in it so much

What I hear I forget
What I see I remember
What I do I know.

So this will be a doing session. Hopefully when you leave, you will know the elements of movement because you will have experienced them. They will be yours and you will have a "feel' for merging movement with music and music with movement - and will join me in saying

"We are the music makers
And we are the dreamers of dreams
World losers and world forsakers
On whom the pale moon gleams
Yet we are the movers and shakers
Of the world forever it seems
One man with a dream at pleasure
Shall go forth and conquer a crown
And three with a new song measure
Can trample an empire down."

It was once said "Without music life would be a mistake." How true and without movement there could be no music. In fact, without movement there could be no life. The sign of life in all living beings is movement. Experience Gene's heart beat. Sing "Little Wheel".

Children by nature move - let them move.

Movement is the core of all learning.
All are accepted.
All achieve.

Record - Joy of Music
Sing and Dance

Record - Going Places Herb Alpert
Tijuana Taxi
Spanish Flea
Walk Don't Run
Walk in Black Forest

Think, feel, move, imagination.

Present Elements of Music

1. Where to go in space
   (level, direction)

2. Time speed

3. Strength, weight, stress

4. Flow (degree of tension
   free and constrained -
   interaction of two).

Movement Categories

Locomotor
Non-locomotor
Combination of two

Now practice everything we learned with Wheels record, Train record from "Orange Blossom Special".

Move and Rest

A KID'S EYE VIEW OF EXCEPTIONALITY

Jean Berry Smith

Parents and professionals who live and work with handicapped children are often tempted to view them in terms of what they can and cannot do, their specific abilities and disabilities. "A Kid's Eye View of Exceptionality" is an attempt to point out the multitude of factors which determines what the handicapped child becomes, and to give parents and workers a subjective "feeling" for what the disabled child experiences every day. This presentation is not designed to give technical information about the field of special education, but attempts through simulation and role play to give grown-ups a "kid's eye view" of the world from the perspective of the small child with a handicap. The objective of the presentation is to increase awareness of the importance of the child's self-concept and how it develops, and to help participants discover ways to encourage feelings of dignity and self-worth in children with special problems.

Many personality theorists talk about the "looking-glass self." This concept, simply stated, is that the sense of "me" develops according to the way in which other persons see us and their attitudes and actions toward us. A child's sense of self, then, is largely a product of other people's behavior toward him. Thus if I see my child as bright and beautiful, I treat him so; I tend to emphasize those actions and attitudes that I see as bright and beautiful. He learns to see himself as bright and beautiful and tends to develop new behaviors that fit his forming self-image. By the same token, if I see my child as inadequate and incompetent, I tend to emphasize his failures and mistakes, setting in motion the development of his self-image in a different direction. If this description of the development of self-concept is at all accurate, it becomes increasingly important to discover ways to help the handicapped child form a positive self-image in order to maximize the abilities he does have.

The first part of "A Kid's Eye View" is a simulated first day in the first grade. Although this simulated first grade is facetiously over-structured, most adults are able to identify some of their own early school experiences with the instructions and attitudes of the "teacher". This first grade is built on the hopefully passe approach that all six year olds are developmentally alike and ready to read and write. All of the "first graders" participate in a series of activities which includes copying, tracing, reading, following oral directions, and speaking in front of the group. However, through the use of mirrors, typographical changes, tape recorder, headphones, etc., the participants are given simulated visual and auditory handicaps. The activities are largely failure-oriented, with attention being called by the teacher to mistakes, lack of following precise directions, losing the place, etc. Several times during the activities participants are stopped and asked to report how they feel. They are asked to get in touch with feelings of anxiety, inadequacy, and failure which are invariably the result of the activities. The group is asked to discuss the experiences in terms of a developing self-image, and to identify potential positive and negative influences of early school experiences upon the self-concept of the handicapped child.

The second set of activities of "A Kid's Eye View" deals more directly with the "looking-glass self". Handicapped children are frequently the subject of much controversy between the significant persons in their lives. There is often conflict between mother and father, or parents and teacher, or teacher and psychologist, etc., over what the child's needs are and how those needs should be met. This activity is designed to help parents and professionals identify those potential conflicts, their effect on the child, and ways to reduce those conflicts and help the child develop a more consistent, positive self-concept.

Participants in this activity are assigned roles and asked to take part in a discussion about a handicapped child and his needs. They are given role cards and a statement of facts as follows:

FACTS

Name: Joey Carver
Birthdate: July 11, 1970
Chronological Age: 7 years, 1 month
I.Q.: WISC, Full-Scale I.Q. = 65
Diagnosis: Organic brain syndrome with mild mental retardation
Family: Natural mother and father
Younger brother, age 4

ROLE CARDS

Group Leader: You are the GROUP LEADER. It is your responsibility to direct the discussion about Joey. Find out what each group member feels about Joey and what they think should be done for him. Do not express your own opinions, but remind the group about each other's opinions. Your role as leader is not to help the group operate smoothly, but to play the devil's advocate and raise questions. Stimulate conflict by pointing out incompatible observations and recommendations. Remind group members to stick to their roles! After a 10-15 minute discussion about Joey, ask the group members to become Joey. Complete the

Response Sheet. Note difficulties encountered in determining a self-concept.

Mother: You are Joey's MOTHER. You have felt guilty about Joey's handicap, so you have overprotected him. You have not let him play with other children because you did not want him to be hurt, either physically or emotionally. When he began school you requested a special class and told the teacher not to pressure him. You are becoming frustrated as he grows up and wants to do things for himself. He is not so easily protected now, yet you still feel that it is your responsibility to surround him with love and protection.

Father: You have never quite been able to accept Joey as a handicapped child. You have always felt that Joey just needed to get out there and stick up for himself with the rest of the kids. You resent the fact that he is below average, but you feel that it is his own fault because he does not try. To you he seems to be a sissy, and you have little patience with that. You have tried to talk to Joey and tell him that there is nothing wrong with him, if he would only try. You are afraid that Joey's little brother might try to imitate him, so you spend much time with little brother in "masculine activities". You take little interest in Joey.

Teacher: You are Joey's TEACHER. You have Joey in a special education class. Although you recognize his handicap and see that he has very little self-confidence, you feel that Joey has the potential to be much more independent than he is. You are encouraging him to do things for himself. You are trying to get Joey to play with normal children and you think he should be in a regular class.

Psychologist: You are Joey's PSYCHOLOGIST. You first saw Joey when he was three years old. You have tested him and found him to be brain damaged with mild mental retardation. You believe in being very frank with children about their problems, so you have tried to explain brain damage and mental retardation to Joey. You have tried to help him understand that he will never do well in school, and that he will always be a little different from the other children. You want him to learn to accept himself as he is.

Psychiatrist: You are Joey's PSYCHIATRIST. You view Joey as the center of a pathological family. His biggest problem is over-dependence on his mother, who makes his father jealous by over-indulging him. There is much conflict between mother and father, and you see Joey as the object of conflict. You believe in family therapy, so you tried to explain it to mother, father, and Joey in a therapy session. They did not accept your help. You feel that Joey should be removed from the home and placed in a residential treatment center.

After a discussion about Joey, the group is asked to "become" Joey and complete a Response Sheet, answering the following questions:

How do you feel about yourself?
What do others think about you?
What is your place in the family?
What things are you capable of doing?
What conflicts do you feel?
What are your own goals?
What do you think you need?

If Joey's self-concept is largely the result of how others see him and behave toward him, he will have a very difficult time forming any kind of consistent self-concept, much less a positive one!

In summary, the handicapped child must be viewed and treated as a whole person. What he is and becomes as a person is a result of much more than the identification and treatment of his handicapping condition. Factors such as parental attitudes, emotional development, physical ability, professional intervention, educational experiences, social opportunities, family constellation, and many others contribute to his adjustment and eventual degree of self-sufficiency and feeling of self-worth. Parents and professionals who work with young children, particularly young children with handicaps, need to become more aware of their roles in helping children develop good feelings about themselves. "A Kid's Eye View of Exceptionality" concludes with a brainstorming session in which participants are asked to identify ways in which to help children with this process. Possibilities include:

-emphasis on reality based success experiences, without overprotection

- "unconditional positive regard"-i.e., letting the child know that he is accepted and cared for as a person, regardless of his performance
- honest and direct communication among those who live and work with the child
- respect for the child's individuality
- minimizing of competition and comparison to other children
- sincere praise for effort as well as results

EARLY LEARNING FOR TODDLERS:
DEVELOPMENT OF 1- TO 2- YEAR-OLDS

Kay Box Edwards

Learning about the developmental stages of children can help adults know what to do to help babies grow in happy, healthy ways. Each child moves through these stages at his or her own speed. There are no clear steps for one stage to the next. Many overlap, some take place in different orders, and some stages reappear even though the child is supposedly over that period.

It is important to recognize that there are no absolute divisions between physical, language, mental, and socio-emotional development in other areas. For example, children's ability to move about and see things influences their mental development. The more children see and do, the more they have to think about. The more children smile, coo, or say, the more attention they receive from adults, and in this way their social development is increased. More and more the toddler becomes drawn into the family routine and is aware of others around him/her.

As children's energy is directed to the development of skills in one area, their development in another area may slow down or even reverse. When a child is learning to walk, for example, he or she may talk very little or may be unable or unwilling to say things he or she used to say. This is normal and temporary and does not mean that the child is being stubborn. This is a problem that will correct itself.

Physical Development

Some children start walking as early as nine or ten months, others not until 18 months or even a little older. This is not a cause for concern. It is simply a natural difference in children. Toddlers begin walking in about the same way--feet wide apart, unsure of themselves, tummies sticking out, arms waving as they try to keep their balance. They fall down with a plop every few steps, especially if they try to go faster or turn around, then pull themselves up to try all over again. At first they walk just for the sake of walking. Once toddlers get about on their own, they become very active moving quickly from one thing to another. Something new will usually catch their attention and they're off after a bright color, a new toy - almost anything at all. They explore anything they can reach--wastebaskets, drawers, light plugs, plants, etc. A playpen or one room isn't space enough for them and they want to move around outdoors too. They like to push and pull things and drag them around, to play with sand and dirt and water, to reach for things, to try to climb up steps or drawers or anything else that is handy.

The hand-eye coordination of toddlers is still fairly undeveloped. They spend most of their waking time using their large muscles. Between 18 and 24 months children learn to walk forward and sideways, sit down easily in a small chair, and climb into a big grown-up chair. Small children are naturally curious and as they move around more easily and quickly, they often get into dangerous things. They like to move upward as well as forward, and climbing is fun. Stairs also fascinate them. They learn to crawl up stairs before they learn to get down.

About this age, children can use a cup and a spoon to feed themselves, but they still spill quite a bit. They need finger foods and need food cut into small bites.

Their hand control is also improving, and small children like to stack blocks, turn pages of a cardboard book, throw a ball, put pegs into a peg board, put boxes inside one another, etc.

Toddlers begin to lose their "baby look". They get more teeth and their hair grows thicker and longer.

They need plenty of sleep to give them the energy to play and to grow strong and healthy. They may sleep about 12 hours a night and also take an afternoon nap for an hour or two. As they grow they can play for a longer time without getting tired.

Toilet training begins for most toddlers at this stage of development. To succeed they must be developed mentally enough to understand what is expected of them and physically enough to control their muscles. Children usually learn bowel training first, beginning around 18 months. Toddlers will gradually learn to control their own bowels and bladders when an adult lets them know in a gently persistent way what is expected of them. Always compliment your toddler when s/he has success using the potty chair but be careful not to be critical when pointing out that s/he did not. Usually the mother becomes "trained first" putting her child on the potty at the right times, but the child learns what is expected this way. Pretty soon he or she will give the signal. Children learn to keep dry between two and three, first in the daytime and then at night. Many will have "accidents" for another year or two, especially if they are tired or excited or so wrapped up in play that they don't think about going to the bathroom until it is too late.

Mental Development

This is a time of curiosity, with children into everything and anything. Young children are naturally curious, and this curiosity should be encouraged. These early experiences form the basis for learning other skills, for making sounds, words, or movements until they learn how to do them. Toddlers learn quickly and develop rapidly. Around the time that they learn to talk, they begin to remember where they put things, or where certain things are kept, like a ball or the cookies. They like to hunt for a toy covered with a cloth or a box until it is found again. They learn to go around objects instead of running into them or trying to get over them. They begin to imitate almost everything that catches their attention, especially what other children and grown-ups are doing.

Throughout this period, mental development is closely linked to motor and language development. Sometimes it almost seems as if you can "see" 18 month-olds thinking. Their ability to think can be seen in the way they use words, often the same words, with hand movements or a change of voice to mean different things. The phrase "Me dink" may be used to ask for a drink as well as to explain what he or she is doing. One word may refer to an entire group of words. For example "dog" may be used for all animals. "Dada" may be used for all men. They know what they are doing and they are thinking about how to describe their actions, but their words are still limited.

Language Development

Language development begins at birth when infants first hear sounds, see, touch objects and begin to associate sounds with meaning. Their smiling, cooing, and making sounds need to be encouraged and praised. Children learn to recognize names of familiar objects, such as bed, bottle, car, or cat. They are also able to match objects with names and are very pleased with this new ability. They continue to learn new simple words. Frequently they use a single word to mean a complete thought. "Milk" for example, may mean "I want more milk," or "I see the milk".

This is a most important period for language development. The more new words children hear, the more rapidly they learn to talk. Children learn to speak in more or less the same way, but they learn to do it at different ages. Some don't start talking until they can walk and get around easily. Others talk first, then walk, and still others learn to do both at the same time. Each child has his or her own learning pace and style.

Learning and saying new words are fun for children. They enjoy their new ability to imitate others. They repeat words over and over again until they sound right to them or until the words bring some reaction for adults or others.

Social-Emotional Development

Toddlers can get around by themselves, getting into places and things and gain more control of the little world around them.

They show a will of their own and that they don't want adults to get in their way at times. Because his/her judgement is immature, the toddler is often demanding, negative and unreasonable. Do not feel you have to submit to the toddlers immature whims. In fact you have to help him/her learn to limit their demands and outbursts. As a child grows s/he looks to parents for controls - which form the pattern of controls s/he will eventually establish themselves. Because they don't know what might hurt them or how they should behave, they keep hearing "no" from others. This can lead to a battle of wills between parents and their toddler. Children may begin to throw temper tantrums if they are frustrated, to kick and scream if a toy is taken away or if they have to stop playing or come inside. Usually as they develop the ability to say what's wrong, the tantrums decrease.

Young children begin to imitate adults copying good things as well as bad. Imitating is an important stage in the child's development and shows an awareness of the world. At this age children have no idea of how to play with other children and may push or shove and grab a toy away. They are so self-centered that they do not think of others, but this too must develop in time. They will play alongside other children rather than with them. They will also play simple games with an adult such as rolling or throwing a ball. Young children explore everything. They use all of their senses and often taste or touch things they should not get into. At this age they need a lot of safe space for moving about and for walking and standing. It is best to remove breakable and dangerous objects out of their reach. Youngsters increasingly enjoy playing outdoors. They delight in spending hours practicing walking, climbing, and moving in all directions. They enjoy smaller models of adult objects such as trucks, shoes, dishes. Toys do not have to be expensive. Children like playing with pots and pans, spoons and plastic bowls and boxes. They especially like dirt and sand and splashing in water.

Many children develop fears at this age. They may be frightened by sudden or loud noises, such as a vacuum cleaner or a clap of thunder. Babies who used to be friendly often around this age begin to be afraid of strangers. When an adult comes into the room they may stop what they are doing and stare at the person as if to size him up. Sometimes they won't let go of their mother but cling to her and don't want to be out of her sight. They usually outgrow this stage quickly, especially if the adults give them comfort, love, and reassurance during this period. Scolding and upsetting frightened children only makes matters worse. They need reassurance and security. This is the beginning of the trust that will help them continue to learn and explore.

What Toddlers Need From Adults

Safety is especially critical for young children. They have no sense of danger or what can harm them. Particularly dangerous are household cleaning materials and other poisons which they may get into. Put these in locked cupboards or out of reach. And remember toddlers can climb surprisingly high. In learning to walk and climb, children are able to get into places they couldn't reach before. It is the parent's duty to provide the protection and supervision youngsters need. Toys should be unbreakable and include objects of different sizes. Be sure that these have no sharp edges or pieces that can be pulled off and swallowed. Small lightweight, plastic toys are dangerous as children can bite off a piece of the plastic. Rubber or heavy plastic toys are better. Toys should not contain anything poisonous and should not be painted with a lead-base paint. Move furniture with sharp edges out of the way. Keep scissors, knives, and other sharp objects out of reach. "Child proof" rooms as much as possible, and put a barricade across steps and prohibited areas. Cover unused electrical sockets and keep electrical cords out of reach. Leave things that they can't hurt and that can't hurt them in easy-to-reach spots. For instance, put pots and lids in a bottom drawer or cabinet in the kitchen where children can safely reach them. Opening and closing the door will be as much fun for them as the pots and pans.

During this rapid learning period children need encouragement to talk, explore, and investigate. Talk to them about what you are doing, what toys they are using, what they are doing. Speak slowly and distinctly to help them understand more easily. Don't use baby talk - give them a good example for they will imitate what they hear.

When the toddler begins making words and phrases the efforts may not sound like words to you. Don't keep correcting a child's speech and don't keep telling a child to be quiet. Encourage their efforts and gradually they will learn to pronounce words correctly and speak in sentences. This period of learning to understand and learning to talk is critical, for it forms the basis for later learning. The happy exploring child who is rewarded with words of encouragement and adult attention will grow into an independent learner.

Sing to the children, play games like peek-a-boo, pat a cake and hide and seek. Praise their efforts; smiles and pats are good ways of encouraging. Read to children, pointing to familiar objects in the pictures. As their attention increases, toddlers like to listen to simple stories, rhymes and songs. Point out and name objects and actions in the house and yard, too. Get in the habit of talking about routine things -- trips to the grocery store, the meal being cooked, flowers in the yard, etc. Common place things are new and fascinating to young children. There are many inexpensive materials that can give youngsters hours of enjoyment and development. Little children often find an empty box more intriguing than the fancy gift that was inside it. Because children put things in their mouths, it is important that all toys are large enough so that children can't swallow them.

Take pictures of the child and some of his favorite toys. Mount the pictures on heavy cardboard or in a photo book and make a personalized storybook for the child. Youngsters enjoy stories and pictures about themselves.

Don't worry if children this age eat less than they did when they were infants. Forcing children to eat will probably only make them rebel. Children won't feel like eating when they are yelled at or ordered and corrected all the time. Sometimes they may want to eat only one thing and are hesitant to try new foods. But this phase usually passes if force is not used. The important thing is to offer a good balanced diet and to make mealtime enjoyable for everyone.

Sleep is important for growing children. Toddlers need a nap in the middle of the day and a full night's sleep. If they argue and get upset at nap time, let them play quietly on their beds, looking at pictures, listening to a record, or just resting. They may fall asleep after all. Most children fuss at bedtime now and then. If this becomes a habit try changing their bedtime to see if you can meet their needs. When you tell your child it is time for bed - let him/her have 5-10 minutes warning. Then announce it is time and if s/he resists - firmly and affectionately put him/her to bed, inspite of protests.

Children also like a set routine at bedtime. This might include a short story, a hug from each adult in the family, or taking a special animal or blanket to bed. They will outgrow the routine eventually, but meanwhile it gives them the security they need.

Help children learn to cooperate with and respect the rights of others. This may frustrate children and sometimes even make them angry, but by being kind and firm and setting reasonable limits adults can help children gradually learn what is expected of them. Don't become tense and anxious just because your children suddenly show they have minds of their own. They may seem stubborn and disagreeable. This doesn't mean there is anything wrong with them.

Try to be patient. Sometimes children need to have the same things repeated over and over before they learn. Adults should realize everyone takes time to learn new things, and toddlers are in the process of learning many new things all at once. They are too young to reason with, and they don't like their play disturbed. They don't like to be given direct and frequent orders or to be scolded. And they don't have the reasoning ability or language to tell you so.

Since the toddler is not yet old enough to make decisions about the routine of his/her day, the adult must decide routine procedure (bed, bath, meals, clothing, etc.) for him/her. In keeping the routine, your brief explanations will often need to be supported by moving him/her physically toward what you want him to do.

Tell children what they should do - more than you tell them what not to do. Use a positive approach. There are times when an adult must say "No" or "Don't" or "Stop". But also add what you want the child to do. But don't expect young children to remember.

Don't leave a young child unsupervised and certainly not in the care of another young child.

Be honest with children. Never sneak away when they must be left with another adult or sitter. Tell the child calmly when you are leaving and assure him or her that you will be back. It is a good idea to encourage trusting relationships with other adults. This helps children learn to love and trust other people.

Correct children; punishment may be an effective way of stopping disruptive behavior, but it does not teach them what is appropriate. Firm but loving guidance is helpful and necessary. If you must discipline a child, try to make the disciplining relevant or in line with the behavior you want to correct. Remember to expect consistent obedience from a toddler is to expect something s/he is too immature to deliver. An adult adds to a toddler's problems when the child's actions are judged "good" or "bad" all of the time. Too often we call a quiet, clean and obedient child "good" because s/he is less bothersome than is a dirty, unruly and boisterous child. But the toddler's natural behavior pattern is one of childish impulsiveness and s/he does not yet know what "bad" and "naughty" mean. Certainly encourage the toddler to follow his/her curiosity and interests in his/her own way. However if this freedom interferes with the comfort or rights of others, or with his/her own safety or with family routine of living, limits can be set. Limits should be of such a nature that they break off unacceptable behavior, without considering the behavior "bad". When a baby becomes a toddler he/she really begins to show individuality. The child needs very much to be accepted for the individual s/he is.

Watching toddlers begin to grow up is fascinating. Keeping up with a child this age all day can be exhausting. It helps the adult's patience and sense of humor to take some time off and let someone else take the responsibility for a while.

Toddlers have a zany lovableness all their own. If adults understand that they still have to grow into reasonableness and that they need both freedom and controls, life with them can be a delight.

TOPICAL SESSION HANDOUT

EARLY LEARNING FOR TODDLERS

Kay Box Edwards
Small World School

Day to Day Ideas:

The following materials can be used in many ways:

1) Objects of different sizes, colors, and shapes for sorting (buttons, blocks, spools, large beads, etc.).
2) Familiar pictures for naming (people, animals, toys, cars, trucks, cup, ball, doll, etc.).
3) Books - books about animals can be used to teach sounds (i.e. "the cow says moo"). Books with different textures are fun to touch and can increase a child's interest in books. "Scratch and Sniff" books will help the child learn how things smell. These are also available in most book stores.
4) Motor toys - Toddlers need to exercise their muscles and learn balance and coordination. Allow many opportunities for them to:
   - play with push-pull toys.
   - climb 2 or 3 steps.
   - slide on a small slide.
   - stack objects or blocks, or line them up in rows.
   - put together three to four piece puzzles.
5) Kitchen objects - toddlers do not need special toys, a kitchen cabinet filled with pots and pans, plastic bowls, lids and other unbreakable items can occupy a toddler for a long time.

Remember:

Change activities often.

Provide enough to keep child's attention but not clutter.

Let child watch when he/she wants.

Child will not share readily - does not understand others rights or needs, only his/her own needs and rights.

Divert child's attention when conflict arises: take him/her by the hand and remove from situation while offering something else to do.

Schedules may vary as child's need for sleep and food is not consistent.

Potty training is easier when there is no pressure. Praise works better than shaming or getting angry. Progress can be slow and flexible.

Child needs to exercise, explore, manipulate, climb, cruise, throw, walk, creep, run, speak, pour and hopefully rest. Give him/her space and time to do all of this.

Child wants to feed self; give him/her finger foods and space and time to do this.

And Remember:

This is only the beginning of growing, learning, changing and enjoying.

What might be true about your toddler?

One Year

1. Average height - twenty-eight to thirty inches.
2. Number of teeth - six.
3. Average weight - twenty-one to twenty-five pounds - three times birth weight.
4. Sits alone.
5. Can stand and may walk alone.
6. May walk but may still prefer to creep.
7. Holds cup and spoon, beginning to feed himself (appetite normally decreasing).
8. Plays with simple toys, especially likes noisy ones.
9. Can pick up small objects with thumb and finger.
10. Learning to climb.
11. Is slowly learning toilet control.
12. Is dependent on parents for physical care.
13. Learning to pull up stockings.
14. Enjoys tearing and crumpling paper.
15. Likes to pull hair.
16. Sleeps about sixteen hours.
17. Says a few words (single words only) with a wide variation of sound.
18. Waves bye, bye, patty cakes.
19. Recognizes greetings and people by sight and voice.
20. Loves attention - responds to approval.
21. Repeats performances that get attention.
22. Imitates.
23. Stops certain acts on command.

Eighteen Months

1. Abdomen protrudes.
2. Often has daytime bladder control.
3. Climbs stairs.
4. Uses a spoon fairly well.
5. Builds cube towers.
6. Tosses a ball into a box.
7. Turns pages of books.
8. Likes to tear paper.
9. Imitates crayon strokes crudely.
10. Walks on broad base, feet wide apart.
11. Runs with a stiff, propulsive gait.
12. Uses whole arm action to play ball.
13. Difficulty in coordinating hands and feet.
14. Likes to lug, tug, push, pull and pound in rapid succession.
15. Takes off shoes, hat, and mittens, and unzips zippers.
16. Likes to close doors, flush toilets, mop up a puddle, dust with cloth, take things off shelves, and hand mother dish when finished eating.
17. Never in one place long.
18. Says five to thirty words.
19. Can understand more words than can say.
20. Repeats words and sounds over and over.
21. Has an abundant repertoire of sound and gesture.
22. Some words and phrases incomplete.
23. Favorite words are - "bye, bye," "thank you," "Oh, my," and "What dat?"
24. Is always into everything.
25. Attention span is short, but does learn in spurts how the household operates and where things are kept.
26. Responds to verbal directions, but must still be managed mostly by action.

HOME GAMES WITH TODDLERS

Bring pleasure, security, self esteem, intellectual growth to parent and toddler!

Bait Casting

1. Sit at table with baby on your lap. Place twine, shoe string or cord so the baby will pick it up and pull.
2. Tie something to string so baby has to pull string to get toy.
3. Place three strings on table with only one that has object tied to it. See what the child discovers!

Hide and Seek

Cover toy with blanket as child watches. See if child looks for toy. Encourage with "Where did it go?" "Find the toy".

Place favorite toy in a box (easy to open). Say "Can you find it?" "Look in the box". Encourage child to find toy.

Fetch

Roll a ball out of child's reach. Encourage the child to bring it to you.

Have the child bring household articles to you during the day (washrag, pan, etc.).

Fill'er up

Putting things in jar or box - then emptying out again (ex. basket filled with blocks, large wooden spool, lid, teething ring).

Searching games

Put small box inside a larger box - let child watch you get the smaller box out. Then allow the child to explore and try to figure out how to get the smaller box out.

Wrap a toy loosely in paper - have the child find it.

Coffee can with slot - let child watch you drop tokens in (poker chips, large buttons). Encourage child to shake them out; drop them in.

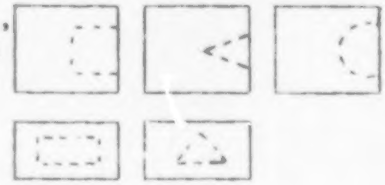
Games with Groceries

Show child groceries as you unpack them and name them. Let child repeat.
Let child help you put groceries away.
Sort boxes, cans, vegetables.
Sort large cans, small cans.
Sort cupboard things, refrigerator things.
Stack cans, boxes.
Peel onion skin, corn husk, banana.
Roll cans, potatoes, oranges

Sound Games

Name sounds child hears. Example: airplane, blender, cat, truck, horn. Have child imitate sounds.

Puzzles



1. Take piece of cardboard, and beginning at edge, cut out a square, so missing piece can be slid into place. Do same with triangle and circle.
2. Next cut piece out of middle of a cardboard. Have child fit cut outs into spaces.
3. Invent other puzzles; color, texture. But remember, only one cue at a time.

Ball Roll

Roll a medium to large sized ball back and forth, saying:
"Your turn."
"I have it."
"That's a good roll."
"Go get it."

Water Play

In the bathtub - different sized containers to fill and pour from.
- floating things, sinking things.

Outdoors - pitcher with spout.
- different sized containers.

Watch water pour, fill up, get empty. (Talk as child does these things using action words - "Watch the water pour," "Now that cup is empty.") Let child spill and be messy.

"Shell Game"

Hide toy under one of three cans or boxes. Let child discover where toy is.
Let child hide toy for you to find.
Hold object in hand. Let child discover which hand.
Repeat games many times. Child will enjoy successes.

Games that Teach Body Parts

Let child touch your eyes, nose, ears, etc. Name parts. You point to child's eyes, nose, ears, etc. Name parts. Let child point to his own as you name. Ask, "Where is your mouth?" "Show me your eyes."

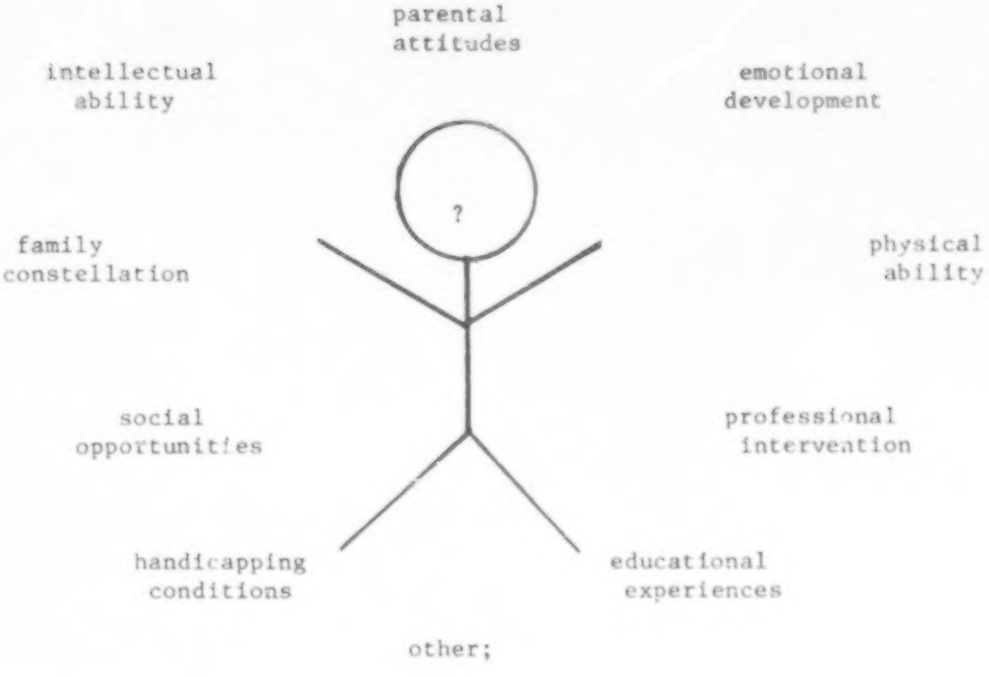
TOPICAL SESSION HANDOUT

A KID'S EYE VIEW OF EXCEPTIONALITY

Jean Berry Smith

THE HANDICAPPED CHILD ---

WHAT DETERMINES WHO HE IS ?


parental attitudes
intellectual ability
emotional development
?
family constellation
physical ability
social opportunities
professional intervention
handicapping conditions
educational experiences
other;

RESPONSE SHEET

You are JOEY.

How do you feel about yourself?

What do others think about you?

What is your place in the family?

What things are you capable of doing?

What conflicts do you feel?

What are your own goals?

What do *you* think you need?

NUTRITION AND FEEDING OF CHILDREN

Rose Ann Shorey, Ph.D.
Department of Home Economics
The University of Texas at Austin

Statement of Concern.--Good nutrition is vital for optimal physical and mental development of children; it establishes the foundation for adult health. Even in our highly developed and affluent country, however, malnutrition exists and affects the vulnerable infant and child. The Ten State Nutrition Survey and other studies more limited in scope document a flaring reality; many children in the U.S. are poorly nourished. For some, growth is visibly impaired; in others, the signs of malnutrition may be more subtle, ranging from fussiness and lassitude to frequent illnesses. Many parents do not recognize the nutritional significance of the above symptoms nor do they realize that the child distracted by hunger and malnutrition may fail to interact with the environment and, thus, fail to reach full intellectual potential. Good nutrition for the child is more than survival. Roger Williams notes that Pee-Wee, Puny, Norm and Super all survive, but that nutrition may be the often overlooked difference between their developmental performances. Every parent wants to secure the very best environment for the child's growth and development. Knowledge about nutrition has expanded tremendously in the last decade. My purpose in this brief presentation is to discuss three areas of concern in the nutrition and feeding of children: (1) meeting nutritional needs for optimal growth and development, (2) developing good food habits to lessen the risk of heart disease, diabetes, obesity and dental caries in later life, (3) accepting the capricious appetite and strong will of the child as related to feeding practices.

Meeting nutritional needs for optimal growth and development.--Parents have as one of their goals the furnishing of optimal nutrition to their children, either directly or through concern about child care services. Optimal nutrition may be defined as that physiological state in which no alteration in nutritional status could result in improvement of well-being, that state where genetic or environmental factors, but not nutritional factors, limit mental and physical development. The concept of optimal nutrition is not compatible with the idea that "more is better." It implies that once needs are met and there are stores of nutrients sufficient to meet common stresses and illnesses, the individual is not benefited by further intake of the nutrient. In fact, for some vitamins and minerals, toxic symptoms are recognized when high intakes are maintained for periods of time.

The optimally nourished child demonstrates many of the criteria of good health including emotional and physical growth, general vitality, healthy appearance, good appetite, resistance to infection and an energetic approach to activity.

Recommendations of the Food and Nutrition Board of the National Research Council of the National Academy of Science are frequently used as criteria for amounts of nutrients that should provide adequate nourishment for most healthy people in the U.S. These Recommended Dietary Allowances, termed RDA's serve as useful guidelines for the evaluation of the adequacy of nutriet intakes for most age groups and guide food programs in the U.S., such as the School Lunch Program and federally financed child care centers. It is important to note that there are manu nutrients obtained in food for which recommendations have not been established.

The diets of children are not adults diets scaled down proportionately to child size. In the following table, the suggested nutrient allowance of a typical mother, 23-50 years of age, 128 pounds, 65 inches tall is shown. Nutrient allowances for two age groups of children, 1-3 and 4-6 years of age, are also shown. Numbers in parentheses represent the percent of the Mother's allowance that is suggested for the child.

COMPARISON OF SUGGESTED NUTRIENT INTAKES FOR MOTHER AND CHILD AS GIVEN IN THE 1974 RECOMMENDED DAILY DIETARY ALLOWANCES

Nutrient	Mother	Child	
		1-3 years 28 pounds	4-6 years 44 pounds
Energy, kcal	2,000	1,300 (65%)	1,800 (90%)
Protein, grams	46	23 (50%)	30 (65%)
Vitamin A, retinol equiv.	800	400 (50%)	500 (63%)
Vitamin D, IU	None	400 --	400 --
Vitamin E, IU	12	7 (58%)	9 (75%)
Ascorbic Acid/Vitamin C milligrams	45	40 (89%)	40 (89%)
Folacin, micrograms	400	100 (25%)	200 (50%)
Niacin, milligrams	13	9 (69%)	12 (92%)
Riboflavin, milligrams	1.2	0.8 (67%)	1.1 (92%)
Thiamin, milligrams	1.0	0.7 (70%)	0.9 (90%)
Vitamin B_6, milligrams	2.0	0.6 (30%)	0.9 (45%)
Vitamin B_{12}, micrograms	3.0	1.0 (33%)	1.5 (50%)
Calcium, milligrams	800	800 (100%)	800 (100%)
Phosphorus, milligrams	800	800 (100%)	800 (100%)
Iodine, micrograms	100	60 (60%)	80 (80%)
Iron, milligrams	18	15 (83%)	10 (56%)
Magnesium, milligrams	300	150 (50%)	200 (67%)
Zinc, milligrams	15	10 (67%)	10 (67%)

As indicated in the table, the 4-6 year old child weighing 44 pounds, or about 1/3 of his mother's weight, requires 90% of her energy allowance; 65% of the protein; 75% of the Vitamin E; 89% of the Vitamin C; approximately 90% of thiamin, niacin, and riboflavin; a full 100% of the calcium and phosphorous, and 83% of the magnesium. It is difficult to envision the 4-6 year old as requiring many nutrients in roughly the same amounts as his mother or teacher. How can we then accept the practice of giving teachers a bigger plate of food than students?

How difficult is it to design menus that provide for the RDA's for children? For convenience, the foods required for the maintenance of good nutrition can be grouped according to the major nutrient that they supply and the amounts of each group that should result in good nutrition can be shown. The following table summarizes the amounts of the major food groups that should result in a well nourished child. It is important that a variety of foods, raw and cooked, be offered. Since there are still nutrients for which no RDA's have been established, the only way to ensure good nutrition is through variety. The comments in the table are some suggestions to improve food choices in keeping the current recommendations of nutritionists. The emphasis on fresh vegetables is stated to help meet the recommendation for folacin.

The minimum food intake required for good nutrition for the 4-6 year old child could be distributed into meals as shown below. For the smaller child, the size of the serving would vary but not the frequency.

DAILY FOOD PLAN FOR THE 4-5 YEAR OLD

	Servings						
	Milk	Meat	Fruit-Vegetable			Bread, Cereal, Starchy Vegetables	Fat
	cups	oz	Vit C serving	Vit A	Others equivalent	1 slice equivalent	tsp
Breakfast	1	1	1/2	---	---	1-1 1/2	1
Snack	1/2	---	1/2			1/2	
Lunch	1/2	1 1/2		1/2	1	1	1
Snack	1/2	1/2				1	
Dinner	1/2	2	---	1/2	1	1	1
Total	3	5	1	1	2	4-5	3

Many of the tables of basic food groups allow for snacks as appetite demands. I disagree with this emphasis. For children, snacks must be viewed as an integral part of the food plan and not just an occasion for extra calories. The inclusion of a high quality protein source in the form of milk, egg or meat group at each snack time is important to ensure good retention of protein nitrogen by the active, growing body. Each calorie the child consumes must carry with it a full complement of nutrients if he is to be well nourished. Nutritionists refer to the "nutrient density" of foods as a measure of the amounts of nutrient per calorie. An egg is high, a soft drink is low enough to be classed as "empty calories." The process of growth requires the concomitant presence of all nutrients including protein, calories from fat and carbohydrate, minerals and vitamins. If the child is distracted or tired at a meal, it is important that the next food offered be of good quality, that it supply a balanced mixture of nutrients. This fact emphasized the point stated above, that snacks be viewed as an integral part of the diet and not an opportunity for empty calories.

MINIMUM FOOD INTAKE FOR GOOD NUTRITION FOR CHILDREN

Food Group	Amounts Per Day for Age Groups			Comments
	1 yr	2-3 yrs	4-5 yrs	
Milk and cheese (cups or equivalent)	2	2-3	3	1 oz cheese gives 4/5 the calcium in 1 cup milk Skim or 2% fat milk products will lower the contribution toward saturated fats of this group
Meat group (ounces) includes egg, lean meat fish, poultry, liver, peanut butter	3	4	5	1 egg, 3 Tbsp cottage cheese or 1 oz cheddar type cheese gives protein equivalent to 1 oz of meat 2 Tbsp peanut butter supplies approximately the same amount of protein as 1 oz of meat but is twice as high in calories Tender, lean meat, broiled chicken or baked fish has more protein per oz than fried or fatty meats or processed products like weiners, luncheon meats or fish sticks
Fruit and vegetable groups (cups				
Vitamin C source	1/3	1/2	1/2	Citrus, berries, tomato, cabbage, cantalope are good sources of vitamin C One cup of tomato juice has the vitamin C equivalent of 1/2 cup citrus juice, canned, frozen or fresh Real juices contain more than the sugar and vitamin C of powdered juices or juice drinks
Vitamin A source--dark green or deep yellow	1/3	3/16	1/4	Carrots, sweet potatoes, spinach are good sources of vitamin A Vegetables should be properly cooked with a minimum amount of water
Other fruits and vegetables	At least 2 servings			Fresh, unsweetened fruits and a variety of fresh vegetables are suggested
Bread, cereal, starchy vegetable (1 slice equivalent	2	3-4	4-5	1/2 cup cooked rice or pasta equals 1 slice bread Whole grain or enriched breads carry fewer empty calories than cakes or most cookies Whole grain products have vitamin E, B_6 and minerals not found in similar amounts in enriched products

MINIMUM FOOD INTAKE FOR GOOD NUTRITION FOR CHILDREN

Food Group	Amounts Per Day for Age Groups			Comments
	1 yr	2-3 yrs	4-5 yrs	
Oils	Approximately 1 Tb/day			Corn, soybean, cottonseed and safflower oils are a cource of polyunsaturated fatty acids and vitamin
Snacks	Most children have no additional caloric requirements so that snacks should come from the above groups.			An apple or a slice of pumpkin or raisin bread is a better snack than cake, cookies, or sweets since it contributes to meeting overall nutritional requirements.

To emphasize the importance of snacks, they could more appropriately be termed, " midmorning or mid-afternoon nourishment."

The daily food plan shown above assumes that children receive a good breakfast, but few actually start the day with a breakfast as good as that shown in the plan, for example, 1 cup milk, 1 egg, 1/2 orange, 1 slice wheat bread and 1 teaspoon polyunsaturated margarine. Children receiving less than this for breakfast rely even more heavily on snacks and lunch to obtain their daily quota of nutrients. For these children, the inclusion of a protein source at the morning snack time is important. Milk, as a beverage, at the very least, should be included to supply protein.

Children cannot consume large quantities of food at one time. Again, with reference to the meal plan, it is an unusual child who eats more than 1/2 cup milk, 2 oz. of meat, 1/2 cup green peas, 1/8 cup carrots, 1 slice bread and 1 teaspoon polyunsaturated margarine. Snack times are vital places for the inclusion of foods needed to insure good nutrition. If these times are used for "empty calorie" foods high in sugar or fat it is almost impossible for the child to meet his daily needs in the regular meals, and if he does, his calorie needs may be exceeded and he will become obese. A snack for mid-morning, in this plan, could include 1/2 cup milk, 1/4 cup cantalope balls, and 1/2 slice bread. In the afternoon, 1/2 cup milk, 1 slice bread and 1 tablespoon peanut butter would meet the plan. These snacks are substantial contributions to the daily total intake. In contrast, a glass of punch and a sugar cookie would be little except add calories to the diet.

Menu planning is essential to ensure the overall quality of the diet. For example, contrast the following lunches:

I. 1/2 cup milk
1 1/2 oz baked fish
1/2 cup carrots and peas
1 whole wheat muffin
1 tsp polyunsaturated margarine
1/2 cup apple wedges

II. 1/2 cup chocolate milk
2 fish sticks with catsup
1/2 cup corn
white bread with butter
1/2 cup jello

Both menus supply about the same number of calories but the amounts of trace minerals, B vitamins, vitamin A and other nutrients vary greatly.

Protin sources used in menus should be relatively unextended by starches. Children may not be given an adequate size serving or cannot eat a large enough serving of a casserole or stew to obtain the 1 1/2 oz. of meat required. In child care facilities, the use of standardized recipes will ensure that a casserole to serve fifty children contains 4.7 lb cooked or 5.9 lb uncooked meat, the amount required to give each child 1.5 oz. In addition, casserole dishes are often extended by saturated fats, an undesirable practice. Cold cuts or convenience meat products contain a relatively high proportion of fat and a lower proportion of protein than lean meats; if the cost of these products is calculated not on a per pound basis but on the basis of the amount to obtain the protein in a 1 1/2 oz serving of meat, convenience meats are often more expensive than lean meat, fish, or poultry.

Rich desserts, or those containing largely "empty" calories from sugars and fats may, if served on the same plate, detract from the eating of other, more nutritious, foods. Unsweetened fresh fruits, fruit breads, whole grain muffins or certain types of cookies are better choices for the child than jello, canned fruits with syrup, and/or most store-bought cookies or cakes.

Breads, cereals and starchy vegetables serve as major sources of complex carbohydrate, B complex vitamins and minerals. Whole grain products give a better complement of nutrients per calorie than highly processed or refined products.

Good dental health is promoted by the elimination of sugars and highly processed grain products from the diet, particularly in between meals.

Developing good food habits.--We cannot merely list foods for the child to eat to achieve optimal nutrition, we must also consider the development of good food habits. Contrary to popular opinion, children do not instinctively choose a well balanced diet. In a study that is often quoted[1], children who had just been weaned were given a free choice of foods. Over a period of time they selected a reasonably balanced diet and enjoyed good health and acceptable growth, by 1928 standard. This study has been cited as a reason for letting children eat whatever they want, and hoping their diet balances in the long run; however, reference to the original work shows that the children had not been previously influenced in food choices and that the choices that were made available to them included whole grain products, meats, vegetables, milk products and fresh fruits. All were "good" choices, that is, there were no "dessert choices" such as candies, cakes, soft drinks or cookies. The data suggests that given a selection of wholesome foods with no distracting sweets, children will, if they have not been pre-conditioned, and over a period of time, select a reasonably balanced diet. Few children exists who have not been biased by the sweet taste of sugar.

Developing good food habits and teaching good food choices is a challenge to parents of child care personnel. Many children accept only a limited number of foods. Continuing to offer only the foods that a child accepts or prefers strengthens the poor habits of the child. For example, offering weiners, buttered corn, and chocolate pudding will never teach a child to accept broccoli. Food acceptances are increased by the continued offering of small portions of the foods refused, by providing information about the food, by providing a model for the child by eating the food and by reinforcing food acceptance. Better some broccoli in the garbage can than no exposure at all to a new or previously unaccepted food. Imagination in meal planning and preparation can result in developing in children a wide acquaintance with a variety of foods.

A quiet, relaxed atmosphere for meal time prompts good appetite and the enjoyment of food. Maintenance of such an atmosphere requires parent or adult supervision and interaction during meal times. This time can be well utilized to educate children about food choices and the nutrient contributions of various food groups.

Recommendations for good nutrition must be made in terms of foods to be offered or made available to a child. No attempt should be made to coerce a child to eat food he does not want. The use of sweets or desserts as rewards or to promote plate cleaning activities is a practice that may contribute to the development of obesity and may promote dental caries.

---

[1] Davis: Am. J. Dis. Child. 36, 651, 1928.

Food habits acquired in childhood form the nucleus of adult habits. There is general agreement that dietary habits in the U.S. would be improved and the incidence of heart disease, obesity, diabetes and dental caries would be decreased by the following changes in food selection and preparation. Many of these changes were noted in the comments section of the second table.

A. Increase consumption of fruits and vegetables and whole grains.
B. Decrease consumption of meat and increase consumption of poultry and fish.
C. Decrease consumption of foods high in fat and partially substitute poly-unsaturated fat or saturated fat.
D. Substitute non-fat milk for whole milk.
E. Decrease consumption of butterfat, eggs and other high cholesterol sources.
F. Decrease consumption of sugar and foods high in sugar content
G. Decrease consumption of salt and foods high in salt content.

Accepting the capricious appetite.--Children exhibit fluctuating appetites and vary greatly in daily food intake. For this reason, it is quite important that the quality of each snack or meal offered to them contain a high amount of nutrition per calorie. A good appetite is a sign of health and a hungry child will eat almost anything placed before him. As parents we have the awesome task of selecting, preparing, guiding choices that will determine the future health of our children. A sample menu meeting the criteria presented above for a 4-5 year old child is shown below.

Breakfast	1 cup low fat milk 1 poached egg 1 slice whole wheat toast 1 tsp. polyunsaturated margarine 1/2 orange
Snack	1/2 cup low fat milk 1/2 cup cantaloupe balls 1/2 slice oatmeal bread
Lunch	1/2 cup low fat milk 1 1/2 oz. baked fish 1/2 cup peas 1/4 cup carrots 1 bran muffin 1 tsp. of polyunsaturated margarine and oil used in food preparation
Snack	1/2 cup low fat milk 2 tablespoons peanut butter 1 slice whole wheat bread
Dinner	1/2 cup low fat milk 2 oz. broiled chicken 1/4 cup broccoli 1/2 cup mashed potato 1 tsp. polyunsaturated margarine 1 apple

TOPICAL SESSION HANDOUT

EATING CAN BE FUN

Rose Ann Shorey Ph.D.
The University of Texas at Austin

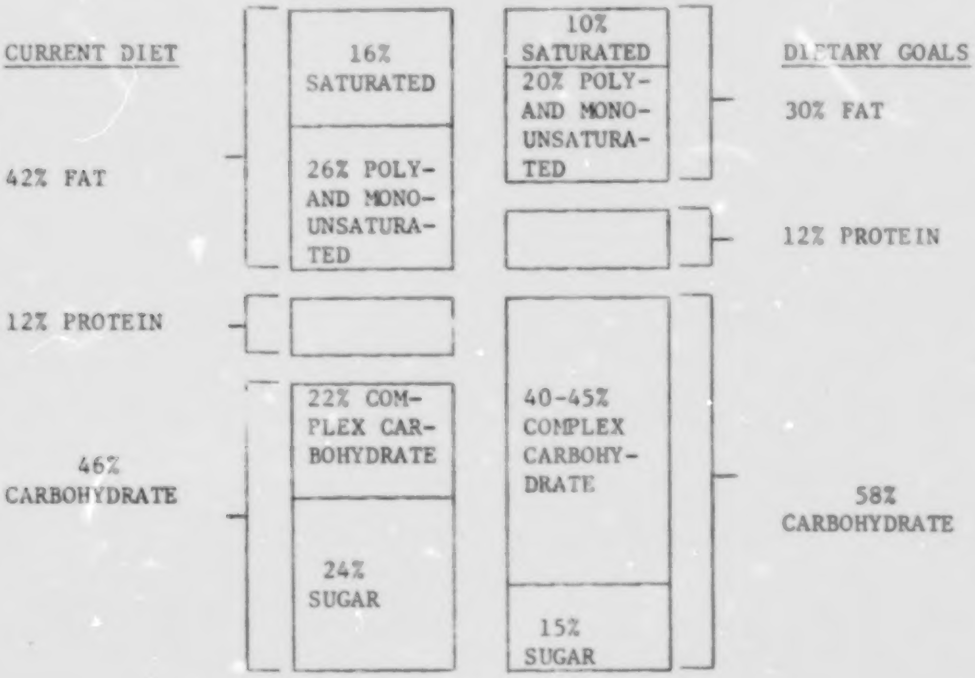
Dietary Goals For The United States, Nutrition Reviews, Vol. 35, No. 5, May 1977, p. 122.

The complete Committee Print, "Dietary Goals for the United States," February, 1977 is for sale by the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. Price: 95¢ Stock No.: 052-070-03913-2.

U.S. DIETARY GOALS

1. Increase carbohydrate consumption to account for 55 to 60 percent of the energy (caloric) intake.
2. Reduce overall fat consumption from approximately 40 to 30 percent of the energy intake.
3. Reduce saturated fat consumption to account for about 10 percent of total energy intake; and balance that with poly-unsaturated and mono-unsaturated fats, which should account for about 10 percent of energy intake each.
4. Reduce cholesterol consumption to about 300 mg. a day.
5. Reduce sugar consumption by about 40 percent to account for about 15 percent of total energy intake.
6. Reduce salt consumption by about 50 to 85 percent to approximately 3 grams a day.

The Goals Suggest the Following Changes in Food Selection and Preparation:
1. Increase consumption of fruits and vegetables and whole grains.
2. Decrease consumption of meat and increase consumption of poultry and fish.
3. Decrease consumption of foods high in fat and partially substitute poly-unsaturated fat for saturated fat.
4. Substitute non-fat milk for whole milk.
5. Decrease consumption of butterfat, eggs and other high cholesterol sources.
6. Decrease consumption of sugar and foods high in sugar content.
7. Decrease consumption of salt and foods high in salt content.


CURRENT DIET
42% FAT
16% SATURATED
26% POLY- AND MONO-UNSATURATED
12% PROTEIN
46% CARBOHYDRATE
22% COMPLEX CARBOHYDRATE
24% SUGAR
DIETARY GOALS
10% SATURATED
20% POLY- AND MONO-UNSATURATED
30% FAT
12% PROTEIN
40-45% COMPLEX CARBOHYDRATE
15% SUGAR
58% CARBOHYDRATE

Minimum Food Intake For Good Nutrition For Children

Food Group	Amounts Per Day for Age Groups			Comments
	1 yr	2-3 yrs	4-5 yrs	
Milk and cheese (cups or equivalent	2	2-3	3	1 oz cheese gives 4/5 the calcium in 1 cup milk Skim or 2% fat milk products will lower the contribution toward saturated fats of this group
Meat group (ounces) Includes egg, lean meat, fish, poultry, liver, peanut butter	3	4	5	1 egg, 3 Tbsp cottage cheese or 1 o cheddar type cheese gives protein equivalent to 1 oz of meat 2 Tbsp peanut butter supplies approx imately the same amount of protei as 1 oz of meat but is twice as high in calories Tender, lean meat, broiled chicken or baked fish has more protein per oz than fried or fatty meats or processed products like weiner luncheon meats or fish sticks
Fruit and vegetable groups (cups)				
Vitamin C Source	1/3	1/2	1/2	Citrus, berries, tomato, cabbage, cantalope are good souces of vitamin C One cup of tomato juice has the vitamin C equivalent of 1/2 cup citrus juice, canned, frozen or fresh Real juices contain more than the sugar and vitamin C of powdered juices or juice drinks
Vitamin A source--dark green or deep yellow	1/8	3/16	1/4	Carrots, sweet potatoes, spinach are good sources of vitamin A Vegetables should be properly cooked with a minimum amount of water
Other fruits and vegetables	At least 2 servings			Fresh, unsweetened fruits and a variety of fresh vegetables are suggested
Bread, cereal, starchy vegetable (1 slice equivalent	2	3-4	4-5	1/2 cup cooked rice or pasta equals 1 slice bread Whole grain or enriched breads carry fewer empty calories than cakes or most cookies Whole grain products have vitamin E, B_6 and minerals not found in simil amounts in enriched products
Oils	Approximately 1 Tb/day			Corn, soybean, cottonseed and safflower oils are a source of polyunsaturated fatty acids and vit. E
Snacks	Most children have no additional caloric requirements so that snacks should come from the above groups.			An apple or a slice of pumpkin or raisin bread is a better snack tha cake, cookies, or sweets since the contribute to meeting overall nutr tional requirements.

"I CAN'T STAND THIS FIGHTING ANYMORE": A Closer Look at Sibling Rivalry

David L. Williams, Jr.
with special assistance from
Yvonne Campos, Carmen Morales and Dianne Wilson

INTRODUCTION

In the world around us today, there are many kinds of rivalries taking place. Rivalry is a word which usually means some kind of competition between two or more persons, animals, or things. Some examples are rivalries between racial groups, companies, clothes makers, gasoline stations, athletic teams, states, nations, universities, public schools, political parties, male lions, dogs and cats, taxi drivers, rock groups, television and radio stations, food stores, airline carriers, wives and husbands, children and many, many other examples that space does not allow to be listed in this paper. Each of these rivalries exists because of people or animals wanting to survive (stay alive). This includes being as good as, better than, or the best of what exists. Whether rivalries are good or bad is a matter of opinion, but it seems as though they will be with us for as long as there is life on earth.

Rivalries probably began with the first day of life on earth. Most of the earliest competition was between the different kinds of animal groups thought to have lived on earth before man did. They were rivals because their means of survival (ways to keep living) depended on it. Thus animals fought and killed other animals. Scientists state that this was and is normal and natural because it helps "maintain the balance of nature." This is another way of saying that the fighting and killing helped to keep too many of one particular kind of animal from living on or dominating life on earth.

Competition among and between human beings is also based on survival. Humans have fought and killed one another too. Part of this rivalry was based on survival, but not as solely on the basis of "maintaining the earth's life balance" as was the case with animals. Rivalry among humans has existed to keep one individual or group from being dominant (human vs. human), to keep humans in control of life on earth (human vs. animals), to provide a comfortable, secure living place (human vs. environment and animals), to provide food and clothing (human vs. animals, environment), and to provide for a better life (human vs. human, animals and environment). These and other reasons, not mentioned, help give some idea as to why rivalry exists.

There are several forms of rivalries. Some of these forms are as follows:

1. close rivals (nearby, happend often)
2. distant rivals (far away; happens only a few times)

3. overt rivals (open, easily seen or felt)
4. covert rivals (subtle, low level, not easily seen)
5. friendly rivals (for fun, clean, no harm, no winners)
6. deadly rivals (hostile, intend to hurt, kill, destroy)
7. time rivals (happen at set times; yearly, monthly, weekly, frequently, occasionally, continually)
8. arch rivals (main or only one)
9. intense rivals (deeply felt, expressed, acted out)

Such rivalries, along with other forms of rivalries not included here, are among the many factors that must be thought about when trying to understand the meaning and effect of the word rivalry. Hopefully, these descriptions of the kinds and forms of rivalries will lead to a better understanding of what sibling rivalry is, its causes, problems and effects.

DEFINITIONS

Sibling is a term used to describe two or more children who have the same parent or parents. Sibling rivalry means the different kinds and forms of competition that happens between and among children in a family. Rivalries between children did not begin with children themselves. Competition develops from what they see, hear, feel, understand and learn from the world around them. Therefore, the blame for rivalries cannot be placed on children themselves. Instead, much of the blame rests squarely on the shoulders of those who are responsible for siblings' conception, rearing, and the situations in which they grow and develop.

CAUSES, PROBLEMS, AND EFFECTS OF SIBLING RIVALRY

With the world around them filled with a variety of rivalries or the potential for such rivalries, it is easy to pinpoint some of the major causes of rivalries. For a long time many people have thought that "a little competition" was good for everyone, even children. It was supposed to build character, a winning attitude, a desire to excel, or to be on top. This was deemed necessary to be successful in America's capitalistic society. However, more and more persons in recent years have slowly moved away from this kind of thinking. They believe that competition should not be the most important part of our society and it should not be a major part of how children are prepared for life. Instead of stressing competition, cooperation should be made more important. A look at some of the causes, problems and effects of rivalries will help explain why there is a need for this change in thinking.

1. Jealousy: One of the main causes of sibling rivalry is jealousy. Jealousy means to resent or dislike someone for something he or she has, is or can do. Jealousy causes sibling rivalries because children find it hard to share parents love, attention, affection, interaction and praise with other siblings. Children find it hard to understand or realize that parent sharing of love with another sibling does not mean that they are

loved any less. Sharing often appears to children as actually cutting up and dividing their love or attention into smaller pieces when new siblings arrive. Although the amount of time spent with each child may be so divided, parents love usually stays the same for all siblings. This becomes more of a problem when second, third, fourth, etc., siblings arrive in the family. Each new arrival appears to threaten the security of siblings already there. The usual attention to and excitement of a new sibling distracts attention from existing siblings. They feel leftout, unwanted and unattended. Jealousy of the new sibling can grow quickly and deeply. It affects first born, middle born and last born in different ways. The relationships between siblings can be very negative if parents are unaware of this feeling and do not take steps to keep it at a minimum. Hostility, anger, aggression can occur between siblings if jealousy is not checked early. Cooperating, loving, sharing, and caring which are important to getting along and living together happily, cannot be found in situations where jealousy is allowed to develop and stay.

2. Sex: Rivalries between females and males, males and males, and females and females have existed for quite awhile. Males usually are taught and want to be stronger, better leaders, more athletic, more aggressive, more adventuresome and more dominating. Females usually are taught and want to be giving, charming, supportive, loving, non-threatening, and non-competitive. They learn this early in life and develop competition along these lines. Most relationships between brothers and sisters are based on such early feelings and training. This causes such problems as boys not seeing girls as equals or peers, even as human beings; boys stereotyping girls; boys avoiding activities thought to be non-masculine, and the development of male-dominant/female-weak attitudes. Competition along such lines can be easily seen in their play and daily interactions. Boys always want to win when they do play games with girls, put them down, make them feel inferior and less intelligent. Such attitudes causes a false sense of security in males. They also help maintain the chauvinistic (male supreme) feeling in our society. This has a negative effect on providing equal rights, opportunities, status, and better fulfillment of life for women. Sibling rivalry with respect to sexuality causes some of the early promoting of sex discrimination.

3. Acceptance: Not being accepted or being less accepted than a brother or sister can create jealousy. All children need to feel accepted, especially by their parents. When one sibling, usually the newest one or more successful one, receives more acceptance than another or others, envy and sometimes hatred develops. This causes fights, arguments, and competition among siblings that affects their ability to get along, grow up, and live together as a family. Parents often punish these feelings in siblings without really understanding the root cause. Not only are the bitter feelings and rivalries continued between siblings but often negative feelings toward parents are developed by the non-or less accepted sibling(s).

4. Favoritism: As human beings, we tend to like some people more than others. The reasons for liking some people more than others include

the appeal of, admiration for, love of, desire to be like, success of, and accomplishments of those liked. Favoritism means selecting, choosing, liking, using, responding to one person or thing more often than others. Doing this with siblings causes bad feelings to develop and grow between them. Rivalries develop because each sibling wants to be the favored, esteemed, most-liked one. Being favored means receiving and getting to be the center of parent attention. Showing favoritism or partiality to one sibling over others causes rivalries to grow and prevents family unity and happiness. Many times this not only affects sibling relationships while at home, but also after becoming adults and moving away from each other. The closeness of kinships, friendships, companionship and togetherness often fails to happen. It is unfortunate when this is not a part of sibling activities.

5. Comparison: As human beings, it is natural to compare people and things in deciding which is liked best, least, or not at all. While this may be alright for non-human things, it does not work out that well for humans, especially children. Most parents have ideas, thoughts, goals, aims and wishes about what they would like for their children and themselves to be or attain in life. These feelings are passed on to children through the ways in which parents interact with and respond to them. When one or more sibling shows or lives up to parent expectations; rewards, praise and compliments are given. When siblings do not live up to parent expectations or want and do things different from those expectations, parents often find it hard to deal with. One of the frequent things done to get siblings to take on parent interests instead of their own is to compare siblings. Such comments as, "Why can't you be more like...?", "You should make good grades like...?", "Be a teacher like your brother is..." are often used. Using comparisons causes parents to deny siblings their right and the opportunity of individuality. Siblings become frustrated, jealous, envious, insecure and disinterested. The effects of these feelings are shown in sibling relationships and interactions with parents and other siblings. Poor communication, lack of closeness, low self-esteem, friction, lack of trust and other such factors are the results of parent comparisons of siblings and contributes to the development of rivalries.

6. Birth Order: Much has been written about how the order of birth affects parent attitudes about and interactions with siblings. Birth order refers to order in which each sibling is born-first, second... last. Unfortunately, the order of sibling birth has been shown to determine how parents feel and respond to certain siblings. The most favored positions are first borns (parent all-everythings) and last borns (the baby forever). Parents with one child are different from parents with two, three or more children. Each new child lessens the time that can be given to any one sibling. First borns are usually the only children to have all of their parents time, attention, and energy during the important infant years. They receive more handling, talking to, and attention than later born siblings who have to share parents. Parents being so proud of first borns tend to place all of their hopes

in or with them. Everything they want or wanted to be is desired for the first born. It is most difficult for the first borns to share with a new baby. They resent giving up what was once belonged to them only. They can feel betrayed, angry, threatened, hostile, scared and unloved with the arrival of a new born. These feelings put them in competition with new siblings for parents attention and response. First borns usually have higher self-esteem, confidence, and potential to cope due to experiencing more parental handling, attention, and social approval during infancy. This also helps them to feel more secure in the world around them. Middle born siblings are in the least desired place of the birth order. First borns are usually ahead of them in most things plus have the prestige of being older. First to school, to have a bike, to get new clothes, are some of the many things oldest children have, do, or get before middle siblings. Last borns are behind middle siblings and get a special kind of love, attention, and focus--"the baby". Last borns are most protected by parents and everything they do is "cute" but with middle siblings this did not happen. Middle siblings find it almost impossible to equally share parents with the first and last born siblings. Being in the middle causes these siblings to develop strong rivalries. No matter what they do, they are still in the middle-never being able to reach first born status nor enjoy the extra love, protection and benefits that last borns enjoy. Last borns, "the baby" are usually given too much parent attention. Parent experiences with other siblings allows last borns to get and do things that were not possible with the older siblings. The attention last borns get from parents and that parents require older siblings to give often causes problems. Older siblings resent last borns for the "special" attention, response, etc., that they get. Last borns also use their favored status to get back at older siblings through parents (complaints, tattle tales, etc.). Last borns, by being young, cannot always participate in the same kinds of activities or at the same level. To have to include last borns, creates anger, frustration and resentment. Older siblings make fun of and belittle last borns. Deep rivalries develop between siblings themselves and between siblings and parents. This causes many problems in the family life.

7. Age Spacing: Parents often want and try to have their children born close together. The desire is to have them "grow up" together, be playmates and companions. The time between children's birth of parents who think this way is about 1 1/2 to 2 years. Some authorities and research has shown that this age distance between sibling birth may be too close. It could cause some problems that parents are not aware of. Some authorities feel that at least three years is a better period of time between sibling births. Closeness in sibling age is said to cause competitiveness and rivalries instead of friendship. There are too many opportunities for comparison between siblings when they are this close in age. As noted before, sibling comparison leads to envy, jealousy, dislike, and rivalry. Often, these feelings have a bad effect on family unity. Division of loyalty and devotion, poor communications, status seeking, selfishness, low expectations all can result from such rivalries between

siblings. In addition, siblings are often not that close in elementary and high school anyway because of their own interests and set of friends. How close or how far apart siblings are planned for still is and remains the right of parents. The needs of parents should be one of first considerations in planning their own families. These comments were given to provide parents with more information to keep in mind preparing for children.

8. Marital Problems: Many times problems which exist between parents affects the relationships between siblings. Sometimes siblings, caught in the middle of marital problems, become victims of parents' efforts to "win" in solving these problems. Parents contribute to rivalries between themselves with siblings. They give special attention, treats, surprises, and do special things with siblings in order to be the favorite parent. Being "favored" among the siblings causes some jealousy and insecurity on the part of one parent. This could lessen his or her possibility of solving the marital issue and enhance the "favored" parent's position. In a negative sense, marital problems could cause parents to be less attentive, responsive, accepting, loving and caring of siblings. This leads to competition and rivalry among siblings in order to get parents to give these much needed feelings and actions. Not only are parents divided now, but so are the children with respect to relationships between parents and parents, parents and children (siblings) and siblings and siblings. The effect of such a situation is family chaos.

Eight factors --jealousy, sex, order of birth, age-spacing, favoritism, comparison, marital problems and acceptance-- have been talked about as causes of sibling rivalry. There has also been a discussion of the problems each factor causes and their effects. In addition to these eight factors, mistrust, criticism, individual skills and abilities, status expectations, independence/dependence, self-esteem, stages of growth and development, selfishness, thinking-feeling-doing needs, and insecurity are some of the other things that can cause rivalry among and between siblings. It was pointed out that fighting, arguing, cheating, poor communication, lack of togetherness, isolation, abuse, criticism, hatred and frustration were some of the problems and effects of sibling rivalries. To help avoid sibling competition and the many bad side effects it causes, some helpful guidelines are given in the following section of this paper.

GUIDELINES FOR REDUCING SIBLING RIVALRIES

Many times it is much easier to say what is wrong with or what the problems are in situations than it is to give some helpful ways for improving or solving them. Care must be taken whenever suggesting ways to improve sibling problem situations. It is necessary to be careful because parents and their siblings differ from family to family and within the family itself. What works for one family in one situation may not work for another family in the same situation. On the other hand, some suggestions may work just fine for many parents and siblings. The important thing to remember about these guidelines is that they are pieces of information for parents to know and consider when trying to find successful ways to reduce sibling rivalries.

Guideline #1 Respect each child's right to be an individual. Each child is different. At times, they will enjoy doing and being a part of things parents want them to do and be. They also will, at times, prefer to do things in their own way, on their own, when they are ready, with whom they want and where they want to. Unless this creates some real problem, parents should encourage and allow such individual freedom. This helps to develop trust, security, self-esteem, special talents, confidence, status and, most important, gives parents special opportunities to respect, accept, attend and respond to each child. This action can help avoid many of the sibling rivalry problems and help bring out the uniqueness of each sibling.

Guideline #2 Provide each sibling with the same amount of love. Always showing each child that he or she is still loved helps them feel accepted and cared about. This also helps build a secure feeling about his or her place in the family. At best, all siblings want to feel equally loved by parents. Problems (rivalries especially) arise when they do not get these feelings from their parents. Parent love should not be seen as a commodity to bargain for; instead, it should be an ever present feeling which children know they share an equal part of.

Guideline #3 Reward children for their attempts to do and finish activities. Trial and error is still one of the main ways that people learn. Children are not perfect and will make mistakes. Encouragement to keep trying and praise/rewards for their efforts is very important. These actions help tell children that they are appreciated, someone is concerned about them, help is available, someone cares and is interested in their activities. If each child can receive this kind of attention from parents, there will be little time spent trying to outdo other siblings and more time spent on improving and expanding self.

Guideline #4 Give each child time and attention. This is especially important to children as they grow and develop. Although it will be hard for parents to give each child equal time and attention all the time, they should work hard to come close to doing so. Children quickly notice when one sibling receives more than another. This causes anxiety, uncertainty and can set the stage for a rivalry to develop.

Equal time may not always be required, but time enough to satisfy the need must be given. The saying that "... it's not the quantity but the quality..." helps to further emphasize this guideline.

Guideline #5 Encourage children to be more cooperative and less competitive. Competition has its place and all children sooner or later will take part in some. But in order for families to have more success and happiness while living together, much cooperation is needed. While siblings will be expected to do many things on their own, while many situations will require that they work together as a team. Cooperating to make family life better and more fun can help children see how important their role is. Knowing that someone or everyone is depending on them for their share makes siblings feel wanted, valuable and needed. They feel more like an important part of the family rather than a little or non-needed member. Parents can arrange family activities and tasks so that each sibling has many opportunities to cooperate. The chances to compete will come but they should not be made to pit sibling against sibling so that it destroys family unity, makes for differences between siblings and prevents sibling appreciation of each other.

Guideline #6 Help children recognize and understand their feelings so that they can improve sibling relationships. Often siblings express ill feelings and emotions but do not really mean them. These are what they have seen others do and/or are the only ways they know to express their frustrations. Most of the time these feelings and emotions are directed toward other siblings and sometimes toward parents. Helping children to understand why they have these feelings and learning how to solve their problems in other ways will reduce the friction that occurs in sibling relationships. As siblings learn to handle their problems, it increases self-awareness and confidence. It also helps to build sibling respect for each other because parents do not always have to intervene. Decreasing problems among siblings lessens the chance for harmful rivalries to develop.

Guideline #7 Prepare children for the arrival of new siblings. The sudden or not understood appearance of a new sibling can make older siblings uncomfortable with and unsure of their family status. Each new child takes away from some of the present siblings parent attention and time. Explaining the how, why, where and when about new siblings sets the stage for their arrival. While stressing the importance new family operating styles with the arrival of a new sibling, care should be taken so as not to lessen the status of existing siblings. Having some time to help with the new sibling, but plenty of time for their own activities and interests helps assure older siblings that they will not be displaced in the family structure. Once the new sibling arrives, little or no time will be spent in competition or rivalry if good preparation has been done. An ounce of preparation will truly be worth a pound of cure in dealing with the problem of sibling rivalries.

Guideline #8 Encourage children to develop relationships both inside and outside of the family. Allowing children to only have relationships with their own brothers and sisters sometimes increases the chances of sibling rivalry. Interacting with the same family members most of the times does not allow for new understandings and experiences to take place. The more children understand about in-family and out-of-family life, the more opportunities they have to share, cooperate, play, work, acquire new ideas and see how to get along with others. These experiences can help to develop security, self-worth, responsibility, respect for rights of others, and other interpersonal skills. In addition, children can increase their feelings for other siblings as allies. Being able to look out for or help one another when playing and doing things outside of the family, makes within-the-family-life much better. There are less opportunities to compete head to head and more for mutual support.

Other guidelines which are important but will not be discussed include the following:

Guideline #9 Be aware of and try hard to satisfy the needs for each stage of sibling's growth and development.

Guideline #10 Give children with special problems the support and proper services to care for those needs.

Guideline #11 Display healthy, friendly attitudes and relationships between parents as models for siblings to develop between themselves.

Guideline #12 Be sure that children know, understand, and practice the rules which govern family life and activities.

This list of guidelines does not include all that a family may need in its situation. They do try to give insights into how the problems of sibling rivalry can be solved. Most parents who have two or more children have had to deal with the problem of sibling rivalries. Information about this and other problems related to rearing children is important for parents, caretakers also, to know. Hopefully this paper can serve as one additional bit of knowledge that parenting ones can use in providing the best possible situations for children to grow and develop.

LEARNING TO TALK AND TALKING TO LEARN

Joyce H. Coleman
Our Lady of the Lake
San Antonio, Texas

Learning to talk is one of the most fascinating and exciting abilities that the young child develops. When you think about the few short years that it takes for an infant to develop the ability to express his emotions, feelings, and ideas in words, it seems almost miraculous.

Learning to talk is not something that just happens. It is the result of the many experiences that the child has with language during the first years of life. The more that we learn about how young children develop language and learn to talk, the more we realize how important the early years are.

The beginnings of language and speech start with the early cries and sounds that the infant makes. Some of these sounds are grunts, squeals, sighs, coughs, yawns, etc. These first sounds are not learned. They occur naturally as the infant engages in general body activity. All children make these sounds, even deaf children. Sometimes these sounds are called cooing.

However, around four to six months of age, the baby begins to make sounds like those of the language of his environment. If the language is English, he will make English sounds. If the language is Spanish, he will make Spanish sounds. This stage is called babbling. It is thought that imitation plays an important role at this time because each child makes the sounds that he hears. It is also at this stage that deaf children stop making sounds.

It is a most delightful experience to observe a baby making sounds. When the baby becomes aware that he can make these sounds, you will notice him "playing" with sounds. You will also hear different pitches. When the baby becomes aware that his making of sounds brings special attention, he will make even more sounds to delight you, although much "sound playing" is for the pleasure that the baby gains from making the sounds.

While the child is learning to "play" with sound, his ability to discriminate sound is also developing. Babies soon learn to recognize the voice of the mother and other persons who care for them on a daily basis. Their voices bring about squeals, smiles and laughs.

Around seven to eight months of age, the child begins to understand the meaning of some words. Some of the first words understood will be mommy, daddy, names of family members, baby, and bye-bye.

When the child begins to understand a few words, he acquires an understanding of other words at a rapid rate. Although the child may be learning to understand many words, he many not say words until eighteen or twenty months of age. Many children, however, begin to say single words around one year of age. It is these first words that bring so much attention and excitement to parents. Most parents are so anxious for their children to talk that some babbling sounds are thought to be words. It is not unlikely that some ma-a-a-a ma-a-a babblings have been interpreted as "mama".

Soon after single words are spoken, two and three word combinations like "want water", "go bye-bye", "baby more", etc. are put together. These combinations of words are thought to be the beginning of grammar. When the child begins putting words together you will notice times when sounds are strung together in a sentence-like manner but are not understandable. This jabbering, as it is sometimes called, reflects the child's awareness of, and interest in, talking. This is a way of imitating people talking. During this stage you will often see the child looking at and listening to people talking.

Between two and three years of age, the child understands most simple words and sentences spoken to him. He speaks in short sentences and carrys on simple conversations. He listens to short stories and names familiar objects in books and magazines. Looking at magazines and books occupies some of the child's time at this age if they are available to him.

If the child is actively curious, he begins to ask questions. Sometimes the endless number of questions is irritating, particularly if you are busy. But it is the child's way of finding out about things he doesn't understand. It also gives him time to practice using some of his newly learned language skills.

By three years of age, the child's vocabulary will have increased tremendously. You will hear plurals, prepositions, articles, conjunctions and possessive words in his speech. At times he will repeat sounds and words. This is sometimes called stuttering. Usually speech repetitions at this age are temporary and should be ignored. Stuttering at this age is usually a result of the child's thinking faster than he can talk. Sometimes the child's vocabulary is limited and he cannot yet say what he wants to, causing hesitations and repetitions in speech.

You will hear the child saying words like mans, foots, mens, mouses, etc. These words occur because the child has figured out that one rule, or way of talking about more than one thing, is to add an (s) to the word. When children are learning the rules of their language, they sometimes use them when it is not correct. Don't be concerned about these kinds of "errors". They are a normal part of the child's language development. He will one day use the correct word.

Between four and five years of age, question asking will be at its peak. It is important to continue being patient. At this time, the child's speech probably will be clear enough to be understood by most people. He will be able to say the first sound of most words correctly except for the (s), (r), (v), (l), (sh), (ch), and (th) sounds. These will develop later. The four year old's speech contains longer sentences than used previously. He can name and describe objects in pictures, follow more complex directions, listen to and retell stories, and put events in sequence. Carrying on a conversation with a four year old can be very enjoyable.

By five years of age, the child will understand most of the language that will be used in everyday conversations. He will ask questions to get information about how things work and the meaning of words. He will tell longer stories and make up simple stories. By six years of age, the child is rather skillful in the use of language.

As stated earlier, the learning of language doesn't just happen because the child gets older. Language develops according to the amount of language stimulation that the child experiences and according to the quality of language that the child hears. By language stimulation, we mean the amount of language that the child hears. By quality of language, we mean the kind of language heard, i.e. baby talk, slang, short simple sentences, complex sentences, limited vocabulary, enriched vocabulary.

Since a child's early years are spent primarily with parents, family members and possibly day care teachers, these persons play an important role in the young child's language development. Just think, if you are a parent or a teacher how important you are to your children's learning how to talk. You can assist them in developing language skills that will help them become well functioning students and later adults.

What can parents and teachers do? First think about all of the ways that you use language. You use language to say how you feel, to ask questions, to talk about what you are doing, to describe objects, people, and events, to give information and to solve problems to name a few ways. By using language the way you do everyday, you can give your children language experiences that will help them learn language. It is not complicated or something that requires special training. You must be aware that your children need to have lots of experiences hearing language, preferably from adults and that as they are learning to talk, they need opportunities to talk. This means that parents and teachers need to also be good listeners.

Now think about how you can use your language skills to help your child or children learn to talk. You can talk about what you are doing. For example, if you are bathing the child, talk about the things you are using. Name them e.g., soap, wash cloth, tub, water, powder. Tell what you are doing e.g., "I am putting the soap on the cloth so that I can rub it on you to make you clean. Now I am putting water on you to rinse off the soap".

Name and describe objects that the child sees everyday. As adults the names of things are known to us. We sometimes forget that young children have to learn the names of a world of things. We can help them by saying the names of things as we use them and as the child plays with them or looks at them. For example, when you are dressing the child, name and describe the various pieces of clothing as you put them on. When you are feeding him, name and describe the food being eaten. When you describe objects, talk about their color, size, and shape. Talk about how they feel, smell, and what they are made of. If food, talk about how it tastes. All of this information not only gives the child exposure to a lot of language, it also provides the child with much knowledge about his world.

As he learns to talk, ask the child questions. Asking the child questions will give him the opportunity to use his new language skills. It also gives the child practice in using his thinking skills. Ask questions like, "Where is your ball?", "How does your cookie taste?", "Where are you going?", etc.

When the child is able to sit and listen to stories for short periods of time, read to your child. Children whose parents read to them frequently during the early years tend to develop better language skills and to do better in reading than children whose parents do not take time to read to them. It is sometimes difficult for parents to find the time to sit down and read to their children, but the time spent with your child reading and telling stories can be very important to the development of later reading skills.

While reading and talking to children are important, listening to children is equally as important. As adults we tend to do most of the talking. If children are to develop their language skills to their fullest extent, they need to practice talking. When parents and teachers listen to children they learn about what children know, they discover things that are of interest to children and they give children a feeling of importance. Everyone likes to have the attention of someone that is important to them. At first, you may have to practice listening, but it can be a worthwhile and enjoyable experience.

As parents and teachers you want children to learn how to express their feelings in a manner that is acceptable. You can help children learn how to do this by showing them how. Tell how you feel. Express your love in words as well as hugs and kisses. When you are angry explain why, e.g., "I am feeling very angry now because you hit sister.". When you feel sad talk about how you are feeling. When you are happy, say so. Children have a need to express feelings and emotions too and often have difficulty doing so. Your example can be very important to the child's social and emotional development as well as his language development.

Reading, talking, and listening with children not only helps them develop language and reading skills, it also helps children and parents, and children and teachers develop a good relationship, which is very important. Feelings that a child develops about himself and others during the early years of life stay with him as an adult.

As parents and teachers you are special people to each of your children. Give each child the best you have to give of yourself. If you do, your children's lives will be enriched.

TOYS - GET THE MOST FOR YOUR MONEY

M. Johanna Hulls, Ph.D.
Department of Home Economics
University of Texas at Austin

The importance of play in a child's development cannot be overestimated. Play is the child's way of learning about himself and his world. Through play the child explores the physical and social world around him, tests and develops social and learning skills he or she will need in the future, and discover outlets for the expression of creativity, curiosity, and individuality. The child learns about himself through play as the child discovers what he or she can do and develops confidence in his or her abilities.

Toys are the tools which children use in creating their play. As play is the important work of children, the tools of play should be of the best quality possible. In discussing the importance of quality toys, Hartley and Goldenson (1963) state:

> "When we buy toys, we are investing our money as surely as when we buy stocks, and the commodity we are investing in may be more important than shares in a concern. We should expect a fair return for our dollar in terms of play interests, encouragement, improvement in skills, and length of service...and price is no criterion of the toys worth...(p. 5)."

To be a wise buyer of toys for children, parents and other adults must establish some basic guidelines to follow in their toy purchases. Below are suggestions of ways parents can become better consumers of toys for children of all ages.

Choosing the Best Toys for Your Child

Select toys which are suited to your child's interests and abilities. The best toys are those which enable the child to practice those skills he has already acquired while also encouraging the child to stretch these skills to higher levels of mastery. Toys which are too simple will not hold the child's attention. Likewise, toys which are too advanced lead to frustration and a sense of failure.

Suggested toys for different levels of development include the following.[1]

---

[1] Adapted from:
Hartley, R.E. and Goldenson, R.M. The Complete Book of Children's Play. Revised Ed. New York: Thomas Y. Crowell Co., 1963.
Office of Early Childhood Development, Texas Department of Public Affairs: Care Urged in Buying of Toys for Children.

Infant to Six Months: Brightly colored, cuddly, large manipulative toys which stimulate looking and hearing senses. Includes such items as bright colored pictures or fabric hangings on wall near crib, stuffed animals that squeak, homemade or commercial crib mobiles. Around three months, rattles, wooden rings, plastic bracelets, squeeze toys, cloth balls, and washable cuddle toys become excellent play materials.

Six Months to One Year: Play materials include sturdy toys that can be banged or thrown and objects to be picked up and held. Common household objects such as measuring cups, spoon and cup combination and paper are good toys for developing hand-arm coordination. Also include brightly colored sponges and other bath toys, non-glass mirrors and toys which introduce size and shape. Old-fashioned clothes pins with plastic bottles or tin pans, and graduated cups facilitate "putting in" and "taking out" play which develops around one year.

One Year to 18 Months: Push-pull toys and other play materials that can accompany the child as he learns to walk are a must. Some children will be interested in dolls (all rubber without hair and eyes). Simple books of starched cloth or heavy cardboard with bright colored pictures of familiar objects may be introduced if the child is interested.

18 Months to 2 Years: Select toys which allow the child to fit things together and pull apart such as plastic bottles with screw-tops, peg-boards (with large pegs), rubber beads. Books and music become interesting for the two-year-old. Water, sand, and dirt are excellent play materials for digging, pouring, and mixing.

Two to Three Years: Imitative play is developing and toys which encourage imitation of real events such as play telephones, dolls (for boys and girls), brooms, mops, pots and pans are good. Art materials such as clay and finger paints provide sensory experience. Other play materials include sturdy low-level outdoor climbers and slides, and toys requiring more finger and hand coordination (2 to 3 piece jigsaw puzzle, 2-inch colored wooden blocks, large stringing beads, trucks, and cars).

Three to Five Years: Social contacts are developing. Select toys which stimulate imagination and encourage play with others such as housekeeping play equipment, dress up, trucks and cars, regular building blocks, and tricycle. Fine motor skills are more developed and children enjoy large crayons and easel paints with large brushes and large sheets of paper, clay, and chalkboard. More detailed puzzles (10 pieces); smell, taste and feel materials; lotto, hammer and nail sets, and leggo facilitate concept development, coordination and creativity. Books, records, and musical instruments are important.

Five to Six Years: Five year olds are explorers. Include science material such as magnets and pocket magnifying glasses. Other materials include costumes for play, simple woodworking tools, simple doll house, rubber or wooden animals and people for play, miniature trucks and machinery, balls and hoops. Motor skills developed enough for sewing (with darning needles), stringing beads and necklaces, mosaic blocks. Interest in numbers are facilitated through clocks, domino sets, and playing cards.

Six to Seven Years: Physical skills are important. Include jump rope, bouncing balls, marbles, roller skates. Bikes are introduced between 6 and 8. Playthings need to be sturdy and include large scale toys and machinery. True-to-life equipment (hammers, etc.), dress-up play items, paper dolls, and puppets are also important. Table games include dominos, checkers, lotto. Games with rules should be simple.

Seven to Nine Years: Physical skills are still important. Include baseball equipment, tether ball, tops and marbles, dress-up clothes, and doll play material, uniforms and costumes, collections of items, group games, crayons, pencils, modeling clay for art objects. Other play materials are simple erector sets, things-to-do, quiz books, and handicraft sets.

Remember that every child is different from every other child. While the above list suggests toys which are suited for children at the various age levels, not all children will be ready for these toys at the ages described. Some will be ready for specific toys at earlier ages, while others will be ready at later ages. It is important for parents to observe their child at play to determine his or her current interests and the skills he or she is in the process of mastering.

Toys which are versatile provide greater options for play. The play of the child is not highly specialized. The more possibilities for play in the toy, the more interesting the toy is to the child. The most versatile toys are those which are simple in design. A baby doll provides more options for play than a battery operated doll which cries, coos, or kicks its legs. Similarly, a truck which can be used for loading and hauling a variety of materials including people is more versatile than a detailed model passenger car designed to carry people only.

Another group of versatile toys are those which "grow with the child" and maintain usefulness for several years. A three-year-old may use the toy in one way and a five-year-old in a different way, but the toy meets the developmental level and interests of both ages. As noted by Hartley and Goldenson (1963), blocks are an excellent example of a toy which grows with the child. The two-year-old piles the blocks, the four-year-old builds with them, and the seven-year-old uses them to make towns for play people and cars. Other toys which grow with children include balls, playhouse materials, sturdy trucks and cars, woodworking materials, clay, fingerpaint, and other art supplies.

Toys should stimulate the child to be an active participant in play, rather than a passive observer. A wind-up or battery-operated toy which turns somersaults, dances, or squeaks may provide a few hours of amusement but quickly becomes boring. In contrast, toys which encourage children to use their own ideas and imagination provide unlimited hours of play. Toys are tools for learning, and when children are actively involved in play, they learn more efficiently.

Select toys which are durable. The toy should outlive the child's need to play with it. Toys which break easily are a waste of money. In addition, children are made to feel guilty and become frustrated when toys break during play. Instead of teaching the child how to play creatively and constructively, breakable toys teach the child to be destructive with his or her possessions.

Simple toys are more durable than complex ones as there are fewer parts to break or lose. Construction of the toy is another key factor. Dovetail joints are the most durable. Screws hold better than nails and are safer. Rivits are less durable than nuts and bolts.

Also consider the type of material from which the toy is made. Hardwoods such as maple will take wear and tear better than pine and other soft woods. Inexpensive plastics are perhaps the least durable. If a plastic toy is to receive a large amount of wear and tear, test it carefully to see if it will hold up under use. Metal toys are usually good for a long life, however, sheet metal toys may be dangerous. A toy joined by metal tabs will have a short life.

Select toys which are attractive and aesthetically pleasing. Bright colored, well-designed toys help create an appreciation for beauty. When toys are attractive to the child, he or she is more likely to use the toy in play.

Last but perhaps most important, select toys which are fun. Hartley and Goldenson (1963) suggest that children learn best when they enjoy what they are doing. Remember that what may be fun for adults, may not be fun for children!

Toy Safety

Another consideration in the selection of toys is how safe are they for children. In 1969, the Child Protection and Child Safety Act was passed which set up safety standards for toys. While the act has resulted in the removal of many unsafe toys from the market, parents will want to examine the toys they purchase for safety hazards. Some questions for parents to ask about toy safety include:

1. Does the toy have glass or plastic parts which break or shatter easily?
2. Does the toy have any sharp points or edges? Are wood products free of rough edges and splinters? Do dart-type toys have suction cups at the end instead of metal points?
3. Are decorations such as eyes, ears, knobs, buttons, etc. securely fastened? How are these items attached? Spikes or sharp-pointed fasteners are extremely dangerous.
4. Do toys for young children have small parts which children might break off and swallow? Are there any long ropes or cords with which children might choke themselves?
5. Do electrical toys have the Underwriters Laboratory Inc. Seal of Approval? Parents should be careful to read the directions pertaining to the use of these toys. When the label reads "dangerous if mis-used", parents need to consider whether they will always be able to supervise the child's use of the toy.
6. Does the toy have any motors or springs which might catch the child's fingers or hair?
7. Does the toy contain any dangerous substances?
8. Are infant toys sealed in plastic to insure cleanliness? Infant toys which are washable are more safe than those which are not.

By wise selection and testing of toys, parents and other adults can insure the child as safe a toy environment as possible.

Money Savers

In addition to selecting toys which are suited to the child's play interests, of good quality, and safe, there are other buying tips which will help parents get the most for their toy dollar. Avoid impulsive buying. Plan carefully for toy purchases based on the child's needs and interests. Avoid being pressured into purchasing toys which are advertised highly on TV. Parents are encouraged to watch the TV advertisements with their child. Use this information to become acquainted with the toys which are available and to determine whether the toy is suitable for your child. Remember, parents know more about what their child would like than a TV advertisement.

It is more economical to spread toy purchases over the year, rather than spending most of the toy budget for Christmas items. When children receive large numbers of toys at one time, they are overwhelmed with the range of choice. Some toys are likely to become lost in the confusion and are seldom used by the child. A child gets more value from toys which are presented one at a time and when the child has time to explore the toy thoroughly before another is introduced.

It is also important to consider whether the life of the toy is worth the price. For example, are there items (e.g., cake mixers for playstove, batteries) which must be frequently replaced? If a toy has consumable items, add the cost of replacement to the purchase price to determine the actual cost of the toy. Another factor to consider is whether there are removable parts which, if lost, render the toy unuseable. Toys with removable parts which are interchangeable are better buys.

Some of the best toys for children are common household items. In addition, many creative toys can be made for the child. Parents may want to be alert to these free and inexpensive play materials to supplement their toy purchases.

Care and Storage of Toys for Long Life

Lawrence Frank has stated "the most helpful way parents can enhance their child's playlife is to provide materials, space and opportunities for the kinds of play activities he needs". Parent involvement in their child's play adds to the child's enjoyment of play and says to the child "Your play is important." Parents can also guide the child to discover new ways of playing with a toy or combining it with other toys for more complex play. While parents should not dictate how to use a toy, questions such as "what do you think would happen if..." or "Can you think of another way to..." open doors for adventure. Positive praise and genuine excitement related to the child's play activities provide additional support for new experimentation and exploration.

Toys are not used when they are inaccessible to children. When toys are crowded into toy boxes, children have to dig through other toys to locate a specific plaything. In contrast, toys located on low open shelves are easy to see and reach when needed. Proper storage for toys encourages the child to take responsibility for putting away their playthings.

Sometimes an old toy is more appealing when it is put away for a while and reintroduced later. While there are favorite toys children will not want to put away, periodic rotation of toys increase their life expectancy in terms of the child's interest. Attention should also be given to keep toys in good working condition. Blocks and other wood toys can be protected from scratches by yearly waxing with paste wax. Rough edges can be sanded when needed. Other toys become new and exciting when repainted. Durable, long term toys, when kept in good repair, can be passed from child to child and generation to generation!

Toys are important for children's growth. When toys are of good quality, suited to the child's age level, safe, and kept in good repair, children have valuable tools for growth and learning. In addition, parents can be assured that they have received the most value from their toy dollars.

Bibliography

Bridges, G. Toy selection guidelines. Parents Magazine, November, 1976, p. 120.

Criteria for Selecting Play Equipment for Early Childhood Education Community Playthings, Dept. 2, Riftan, N.Y.

"Care urged in buying toys for Children" News for Texas Parents. Texas Department of Community Affairs, Office of Early Childhood Development.

Hartley, R.E. and Goldenson, R.M. The Complete Book of Children's Play (Rev. ed.) New York: Thomas Y. Crowell Company. 1963.

Paul, J.S. What we must do to prevent a child from being injured by a toy. Consumers Research Magazine, 1974, (Dec.), 12-14.

Robertson, W. Tempest in toyland. In. A. Aaker and G.S. Day (Eds.), Consumerism: Search for the Consumer Interest (2nd ed.) New York: The Free Press, 1974.

TOYS - GET THE MOST FOR YOUR MONEY

Johanna Hulls, Ph. D.
University of Texas at Austin

Infant to Six Months: Brightly colored, cuddly, large manipulative toys which stimulate looking and hearing senses. Includes such items as bright colored pictures or fabric hangings on wall near crib, stuffed animals that squeak, homemade or commercial crib mobiles. Around three months, rattles, wooden rings, plastic bracelets, squeeze toys, cloth balls, and washable cuddle toys become excellent play materials.

Six Months to One Year: Play materials include sturdy toys that can be banged or thrown and objects to be picked up and held. Common household objects such as measuring cups, spoon and cup combination and paper are good toys for developing hand-arm coordination. Also include brightly colored sponges and other bath toys, non-glass mirrors and toys which introduce size and shape. Old-fashioned clothes pins with plastic bottles or tin pans, and graduated cups facilitate "putting in" and "taking out" play which develops around one year.

One Year to 18 Months: Push-pull toys and other play materials that can accompany the child as he learns to walk are a must. Some children will be interested in dolls (all rubber without hair and eyes). Simple books of starched cloth or heavy cardboard with bright colored pictures of familiar objects may be introduced if the child is interested.

18 Months to 2 Years: Select toys which allow the child to fit things together and pull apart such as plastic bottles with screw-on tops, pegboards (with large pegs), rubber beads. Books and music become interesting for the two-year-old. Water, sand, and dirt are excellent play materials for digging, pouring, and mixing.

Two to Three Years: Imitative play is developing and toys which encourage imitation of real events such as play telephones, dolls (for boys and girls), brooms, mops, pots and pans are good. Art materials such as clay and finger paints provide sensory experience. Other play materials include sturdy low-level outdoor climbers and slides, and toys requiring more finger and hand coordination (2 to 3 piece jigsaw puzzle, 2-inch colored wooden blocks, large stringing beads, trucks and cars).

Three to Five Years: Social contacts are developing. Select toys which stimulate imagination and encourage play with others such as housekeeping play equipment, dress up, trucks and cars, regular building blocks, and tricycle. Fine motor skills are more developed and children enjoy large crayons and easel paints with large brushes and large sheets of paper, clay, and chalkboard. More detailed puzzles (10 pieces); smell, taste and feel materials; lotto, hammer and nail sets, and leggo facilitate concept development, coordination and creativity. Books, records, and musical instruments are important.

Five to Six Years: Five year olds are explorers. Include science material such as magnets and pocket magnifying glasses. Other materials include costumes for play, simple woodworking tools, simple doll house, rubber or wooden animals and people for play, miniature trucks and machinery, balls and hoops. Motor skills developed enough for sewing (with darning needles), stringing beads and necklaces, mosaic blocks. Interest in numbers are facilitated through clocks, domino sets, and playing cards.

Six to Seven Years: Physical skills are important. Include jump rope, bouncing balls, marbles, roller skates. Bikes are introduced between 6 and 8. Playthings need to be sturdy and include large scale toys and machinery. True-to-life equipment (hammers, etc.), dress-up play items, paper dolls, and puppets are also important. Table games include dominos, checkers, lotto. Games with rules should be simple.

Seven to Nine Years: Physical skills still important. Include baseball equipment, tether ball, tops and marbles, dress-up clothes, and doll play material, uniforms and costumes, collections of items, group games, crayons, pencils, modeling clay for art objects. Other play materials are simple erector sets, things-to-do, quiz books, and handicraft sets.

Adapted from:

Hartley, R.E. and Goldenson, R.M. The Complete Book of Children's Play. Revised Ed., New York: Thomas Y. Crowell Company, 1963.

Office of Early Childhood Development, Texas Department of Public Affairs. Care Urged in Buying Toys for Children.

Sources of Information for Toy Selection

Criteria for Selecting Play Equipment for Early Childhood Education. Community Playthings, Dept. 2, Rifton, N.Y. (Free).

Texas Department of Community Affairs, Office of Early Childhood Development. (Provides different materials for parents.)

Hartley, R.E. and GoHenson, R.M. The Complete Book of Children's Play (Revised Edition). New York: Thomas Y. Crowell Company, 1963. (Excellent discussion of age levels. Contains lists of toys, books, and records. Also has plans for constructing some play things.)

U.S. Consumer Product Safety Commission
Dallas Office
500 South Ervay, Room 410C
Dallas, Texas 75201

(Kit "It Hurts When They Cry" has good information for infant toys.)

American Toy Institute, 200 Fifth Avenue, N.Y., N.Y., 10003. (Ask for free copy of "Choosing Toys for Children of all Ages.)

THE BEST TOYS IN LIFE ARE FREE

A is for Acoustic Tile - with colored golf tees for a peg board.

B is for Band-Aids - the all-time hit "toy" with innumerable uses.

C is for Clothespins - the plain old-fashioned kind without springs and splinter free.

D is for Dough - half flour, half salt, with enough water kneaded in to make a dough the children can roll and cut, decorate and bake.

E is for Egg beater - the light weight dime-store kind - plus a bowl of water and soap flakes to make noise and bubbles.

F is for findings - buttons, beads, rick-rack, bias tape; feathers, glitter, anything and everything safe from your sewing basket - to string, sort, arrange or paste onto paper.

G is for Glassine, or any of that cellophane-like paper that crumples so noisily, uncrumples itself so eerily, and fits into crafts so handsomely.

H is for Hats - discarded chapeaux for men and women, for dress-up or for decorating.

I is for Inner Tubes - three or four laid flat on the lawn or on the playroom floor - to step in and out of, "baskets" for a game of beanbag pitch, make believe boats or just one to roll and tug and stretch.

J is for Jell-O - Children can "cook" as soon as they can stand on a stool set up to the kitchen counter. Limit your interference to providing accurately measured ingredients.

K is for Keys - the mystery set left from the house you used to live in or the car you used to drive - the preschooler to try on all doors and the "sheriff" to hang on to his holster belt. Also kitchen equipment; pots, pans, egg beaters

L is for Ladder - a small aluminum step-ladder the youngest can carry around with him, to make his inevitable climbing a bit safer and somewhat more "socially acceptable" or a long rung ladder for all the children to play on in the yard; make it into a ramp, the board for a seesaw, or fix it horizontally at the right height for a jungle gym.

M is for Macaroni - the shells, stars, wagon-wheels, alphabets and other fascinating shapes - fun to paint with brush or dye in a bowl of vegetable coloring, then paste onto cardboard in a design.

N is for Nutshells - walnut halves, especially, for they make an ideal tub fleet whether you or the children provide the toothpick masts and paper sails.

O is for Orange Crate - which soon becomes a doll house, a two seated boat or plane, a dog house or zoo...Sand or plane it smooth.

P is for Plastic bottles, freezer containers, wastebaskets, or other containers used for water, sand, possessions. Squeeze bottles have a special fascination for babies, who like the sound they make when squeezed, on up to school children who play store.

Q is for Quilt - an old one, supplied along with a card table or big clothes basket, to make a hiding place. Realistic ages might like to cut doors and windows into the quilt.

R is for Rubber Stamps - endlessly interesting and totally stainless if offered with a blotter soaked in vegetable coloring.

S is for Spools - saved up from the sewing basket or reels from used-up typewriter ribbons. Children will paint and decorate, string and hammer, build with thread spools. Typewriter spools make good wheels for milk-carton trains.

T is for Tools - real grown-up ones. Some garden tools especially trowels, are good sand and dirt toys.

U is for Utensils - from the kitchen, measuring spoons and cups of metal, mixing bowls of plastic, wooden spoons, molds, cookie cutters and pans and lids to make music with.

V is for Vests - always left from suits, for "dress-up".

W is for Wallpaper - samples, to cover boxes with, cut up and paste, or paper doll houses with.

X is for Xmas Cards - saved from last year and brought out at rare intervals when you want children to be quiet. Apparently fascinating to arrange, stand up in rows, color, cut and sort.

Y is for Yours - anything that is, is coveted by your offspring.

Z is for empty ZET baby powder can - Put a marble in it - it makes a good rattle. Cut large end off with a smooth can opener and it's a telescope. Attach a long string to two cans and you have a fine telephone.

Mary Scott Welch
Pageant Magazine, May 1957

Attitudes

Television content heavily influences children's attitudes about what is good and bad, right and wrong, and what they want in life. Research has found that television is a dominant part of a child's life--sometimes contributes more to a child's social development than his or her father.

The Family

With the introduction and wide usage of television, the family living patterns have changed. Families often arrange dinner and bed-time schedules around TV programs. Families are watching television, and as a result are involved in fewer family recreational activities, fewer family conversations, and fewer social activities with other families.

And Life Without TV

In order to find out how television affects their lives, some families have banned the TV set from the house for a period of a few weeks or in some cases, a few months. At first, they found it difficult to adjust. After a week or so, families reported dramatic changes in their family life style and their children's behavior. Families did more together. Families talked more. Children did more school work, and began reading magazines and books. Mothers reported that even though there was more talking, the house seemed quieter.

Charles R. Corder-Bolz, Ph.D.

Southwest Educational
Development Laboratory

presented at

"Between Grown Ups and Kids"

Conference for Parents and Those
Who Work With Children

Austin, Texas

August 27, 1977

CHILDREN AND TELEVISION

Television - Everywhere

In 1948, there were some 100,000 television sets across the country. By 1973, 96% of all American homes had at least one television set. The average TV in the home is on approximately six hours a day.

Children

By the time the average child reaches the age of 18, he or she will have experienced some 15,000 hours of television, while having been in the classroom only 11,000 hours.

Commercials

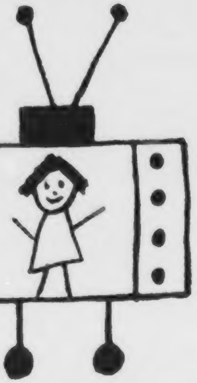
Children view some 10,000 commercials per year. Their attitude about buying habits, products, toys, and candy are affected by commercials. Young children are more interested in commercials than programs.

Sexism

Most of the male characters in TV programs and TV commercials are portrayed in positions of authority and responsibility - such as banker, lawyer, technician, or doctor. Most of the female characters are portrayed in supportive roles - such as a secretary, mother, or nurse. Men are portrayed in more kinds of jobs than women—89% of the narrator voice-overs are male—75% of the women in commercials are portrayed in the kitchen or bathroom, yet only 14% of the men in commercials are portrayed in the home. The average age of male characters is approximately 38, but the average age of female characters is approximately 24.

Occupations

Children gain most of their knowledge about the occupational world from television commercials and programs. Their attitudes about work, careers, and jobs appropriate for men and women are influenced by television. However, research has shown that the portrayals on television of various types of jobs, such as police, lawyers, and fire fighters are disturbingly inaccurate.



Warning: Television may be dangerous to your children's development

Violence

Some 7.5 violent episodes occur per hour during prime viewing time for children. A recent study found that there are 12.8 violent episodes per hour on Saturdays and 21.5 per cartoon. Dozens of murders, beatings, and rapes are portrayed on television every week.

Aggression

The U.S. Surgeon General's Scientific Advisory Committee on Television and Social Behavior reported that children can and do learn aggressive behavior from what they see on a TV screen. Observed violence stimulates aggressive behavior rather than the opposite.

Crime

Many court records contain sad and terrifying stories of defendants learning how to commit a crime from a television show. Recently, three different groups of teenagers attempted to rob grocery stores in the same evening using the same para-military tactics. Upon investigation, the police found that the kids had learned of the idea from a television police show broadcast the evening before. A survey of prisoners found that over 75% got their ideas about how to commit crimes from television shows.

Indifference

Recent research has indicated a very disturbing phenomenon--that televised violence makes children less sensitive to real-life violence. Children are less likely to come to the aid of another.

Knowledge

Television as a mass media has greatly expanded children's understanding and knowledge of the world in which they live. Children, because of TV are much more aware of important social issues, events, and people in their community, state, country and world.

The Good Programs

One of the most difficult aspects of a NO-TV project is deciding whether to watch TV specials and news events. Most families have found that the quality of their family life is more important than a few TV specials. Watching even one program during the NO-TV project makes it harder for the family to break the TV habit.

Evaluate What Happens

Families find that important and dramatic changes occur in their children's behavior and the family's interactions. Keep notes in your Family Activity Diary. Looking back over the recorded results will help you see better how much all of you have changed.

Tell Other Families

Many other families could use the information you have noted in your Family Activity Diary. Prepare a report for other families. Your results could help other families break the TV habit.

Going Back to TV

Television does have some good programs. Some families, after their NO-TV project, go back to TV. But they use the television differently. They turn on the TV only for specific programs. And other families have found that life for them is better without the television.

Charles R. Corder-Bolz, Ph.D.

Southwest Educational
Development Laboratory

presented at

"Between Grown Ups and Kids"

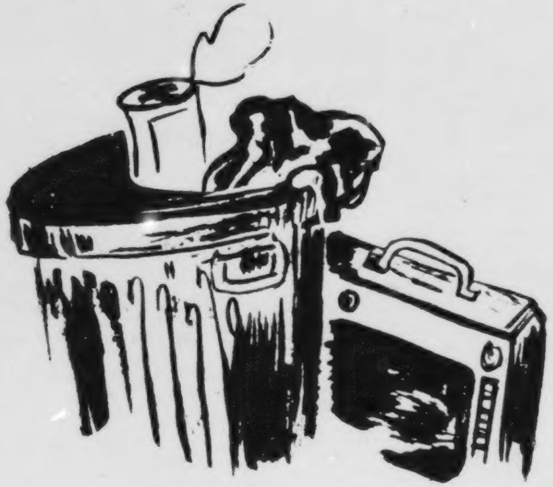
Conference for Parents and Those
Who Work With Children

Austin, Texas

August 27, 1977

TURNING OFF THE TV

For some families, it is just impossible to modify their television habits. The only way they can regain control over their family life is to literally turn off the TV set--throw it out of the house. Those families who have tried this method, have been very pleased. But they will admit that there were times that were rough.



A Family Decision

Everyone in the family needs to be involved in the decision not to watch television. Only if everyone decides to stop watching, can the family succeed. If one person watches, then everyone else will be tempted to watch.

Set Goals

Families who have tried a NO TV project have found it best to set clear goals. Agree upon a specific starting day and ending day.

What To Do With The TV

Most families have found that leaving the television in its usual place, is just too tempting. Move the television to a closet or out to the garage. Or better yet, let a good friend keep it. Most importantly, don't tell the children where the TV is.

Going "Cold Turkey"

Most families have found it best to totally stop watching television. Go "cold turkey." Slowly reducing the amount of television viewing often does not work. For some families, the choice comes down to being all or none. So, make a firm decision and establish a starting day.

Withdrawal Symptoms

Television viewing has become a habit for many people, both children and adults. Children usually complain, cry, have temper tantrums, etc. Adults sometimes become moody and quarrelsome. The whole family is usually more fidgety and edgy at first. However, some families believe that the worse the withdrawal symptoms are, the more they need to break the habit. After a week or two, people do not miss television so much, and find themselves doing other, more interesting things.

Be Firm

Once the family has agreed upon a specific time period, be firm. Resist all the complaints and excuses. One exception leads to many more exceptions. Soon you will all be back in the TV habit.

Encourage Other Activities

The family members will naturally drift into other activities. Some children will start reading magazines and books. Other children will become interested in cooking or making models. Family discussions will become more frequent. However, parents should encourage everyone to become involved in other activities- especially family activities such as outdoor games, hikes, swimming, and picnics or barbeques with other families.

Other Parenting Ideas

Discuss TV ads about candies and snack products.

Discuss deception in TV advertising with your children.

Help younger children differentiate between fantasy and real-life situations portrayed on television.

Explain how the terror, pain, and violence portrayed by TV actors is experienced by real people.

Don't let children use TV as an excuse for not doing some other activity.

Look for TV programs produced especially for children.

Start early to develop good TV viewing habits. Many children are already regular viewers at the age of two.

Evaluate Your Effectiveness

Keep a Family Activity Diary and note the activities of your children, including who watches which TV programs. Make daily notes in your diary for at least one month. Then look back through your diary to see if things have improved.

Pool Your Diary Information

Collect and compare diary information from other families. Together you can evaluate what works in some situations and what would work better in other situations.

Charles R. Corder-Bolz, Ph.D.

Southwest Educational
Development Laboratory

presented at

"Between Grown Ups and Kids"

Conference for Parents and Those
Who Work With Children

Austin, Texas

August 27, 1977

CONTROLLING THE
TV MONSTER

Parents are often faced with difficult problems related to television. How much television should their children watch? What kinds of television should they let their children watch? Can there be too much TV? How can they reduce the amount of TV watching? How can they use television to help their children? How can they cope with the TV monster? How can they make TV a positive part of their children's lives?

Child Rearing And Parenting

Handling television's effects upon children, and how children use TV, is basically a child rearing and parenting problem. Recent research has developed several approaches parents could try.

Limited Viewing

Some of the negative aspects of TV are caused by the large number of hours children watch TV. Their academic development is endangered. The children get less exercise and less interaction with other children. Many parents have found that limiting their children's television viewing time to a total of one hour per day has had very beneficial effects.

Content Control

Conscientious parents don't let their children talk to strangers, yet many parents let their children watch TV freely with no restrictions. The content of television programming includes many topics which are inappropriate for the young children. Some of the negative effects of TV can be avoided by encouraging parents to monitor and control the kinds of programming their children watch.

Purposeful Viewing

Families carefully select the movies they will watch at a theater. The feelings the parents have about movies are quickly perceived by their children and are a source of the children's understanding about values, morality, and attitudes. However, little thought is put into deciding whether or not to watch TV, or in choosing which program to watch. Some parents have found it beneficial to use TV for specific purposes. These parents have decided that TV should not be just a part of the background noise. Instead, the TV is turned on to watch a particular program, and then turned off. The process of selecting particular programs can be an effective method through which parents communicate their own values to their children.

Direct Mediation

Children, especially young children, often do not understand the action that is portrayed in a TV program. These children acquire misleading and erroneous ideas from television. Research has shown that a parent's explanation of a TV program while it is being broadcast will greatly influence the child's subsequent ideas and attitudes. Parents can be encouraged to talk--to talk to their children while viewing TV. When parents see something they like or don't like in a TV program, they can explain it to their children.

Indirect Mediation

Parents can help their children develop their own values, ideas, and aspirations by discussing the content of TV programs. However, with some children, an indirect mediation is more effective. Parents can discuss with each other while watching TV with their children what they like and don't like in the program and their reasons why. With this approach, the children aren't being "told" but are still being effectively exposed to the ideas and values which are important to the parents.

Springboard Technique

There are many issues which most parents want to discuss with each of their children. Issues such as cheating, stealing, and pre-marital sex are among those which parents need to talk about with their children. But it is often difficult to initiate such a discussion. However, TV programming offers almost the entire range of human problems. A TV program on the topic of theft can be used to initiate a father-son discussion of the issue of stealing. The TV program raised the issue and gained the son's interest. The parent can use this opening to talk in a natural manner about the various aspects of the issue.

I CAN'T GET ALONG WITH THIS CHILD

Alberta Castaneda, Ph.D.
Department of Curriculum and Instruction
University of Texas at Austin

"I just can't get along with this child." If you care for children professionally you probably have said it. If your care of children is limited to your own offspring you may have said it. People who say it speak in concern and love, in puzzlement and despair. They speak because of a persisting problem with a child--a problem based in differences between the child's behavior and their expectations of the child's behavior. And, they say it in guilt over their inability to accept or to change the child's behavior.

It seems to me that there is a difference in the background of such a situation, and your obligation is different, if you are a professional caregiver or if you are a kin-caregiver, a parent. I'd like to begin this discussion, then, by distinguishing between those two roles, then talk about the parent who cannot get along with his or her offspring and, very little, about the professional caregiver who can't get along with a child in his or her charge.

Professional Caregiver and Parent

A lot of the distinction between the two roles is tied up in the word "professional". The World Book Encyclopedia defines a professional as one who engages in an occupation that requires education. People who give care to children as an occupation are making a statement. They are saying that they have the skills, knowledge and the disposition necessary to do the job. The skills, knowledge and disposition that allow them to accept in good faith the responsibility for many children and often skills specific to the care of children of a defined condition or age. Thus a teacher or caregiver accepting a position claims expertise in infant care or in early childhood education or in the care and education of blind children. They do claim an expertise.

Parents, on the other hand, hold no certificates, claim no experience, profess no formal skills. They are not professional caregivers. They are engaging in a life role just as they have engaged in many other life roles, such as, that of being a child, or being a member of a club, of being a spouse. It is a social not a professional role. It is a matter of being -- not of practicing.

Being a parent is a full time identity. It doesn't begin at seven or eight and end at 2:30 or five. It runs around the clock.

Once parenthood starts it continues and it changes. It is for the length of your life but your client changes. You remain parent. Your offspring does not remain an infant or a toddler or an adolescent. Being a parent to an infant is quite different from being a parent to a five year old or a fifteen year old or a thirty year old. But all are parent roles.

The professional is caregiver to a child or a group of children certain hours of the day and certain days of the week and certain months of the year, for some circumscribed period of time and in some prescribed location. Rarely is a professional caregiver with children over enough time to see really drastic developmental changes take place. This restricts their responsibility and your involvement.

A parent's responsibility is not just for physical well being, not primarily for cognitive development, not only for emotional or moral development. Responsibility is total.

The level of responsibility, of love and involvement differs between the two roles. For example, I have been homeroom teacher to hundreds of five year olds, perhaps 75 six year olds; remedial reading teacher to perhaps a dozen nine year olds; teacher, in the sense of the identity of the role, to thousands of elementary-aged children; teacher to hundreds of young adults. I've been parent to two infants, two toddlers, two children, two adolescents, one self-sufficient adult and one young adult about to become self-sufficient, to one musician--a fact that never ceases to amaze me--to one rock hound, to one male, to one female, to one seamstress, to one fisherperson, to one traffic culprit, to one shorty, -- the list goes on. Every facet of those two lives -- I am parent to two people -- has touched my role. Many of those things in no way touched the professional people who gave care to those children.

The responsibilities for teaching five year olds are clear to me -- I can help other people learn something they need to know to be able to maintain a classroom in which five year olds can learn, feel good about themselves, develop social and academic skills. I have been a teacher of five year olds over and over and I know a good bit about five year olds but I will never know as much about any one five year old in my classroom as the parents of that five year old will know.

Parents have a special role to play -- a personal, all pervading one.

Parents Who Say "I can't get along with this child."

Because a parent has been in such intimate contact with each offspring he or she is often really puzzled, even abashed, to admit to the feelings behind the statement, "I can't get along with this child." How is it possible? I created this child -- literally in the physical sense and intuitively in the personality sense. How is it possible for me to raise a child I cannot get along with?

By the time a problem has been sufficiently persistent for a parent to speak out, he or she is ready to seek help. They often go to friends or books and articles, or experts in parenting looking for suggestions for better ways to interact with their child. Suggestions are not hard to find.

Friends may offer good help--reassurance more than anything else. The professional literature reports studies that relate parent and child behaviors and characteristics. It reports how parent behavior influences child behavior. The inference often made is that if you will behave or not behave in this way you will or will not have children with such characteristics.

There are several reasons why this inference should not be drawn. They are:

1. A study will report certain parent behaviors but they may not be the factors operating--only one visible part of a complex of factors. I am reminded of the inference sometimes drawn from the research findings that, of the subtests of the Metropolitan Reading Readiness Test, the one most highly correlated with first grade reading achievement is the one testing for knowledge of number names. Some people use this to argue that we should, therefore, teach children as a prelude to reading instruction to name the upper and lower case alphabet. That conclusion is not warranted. It is not the number name knowledge that effects children's ability to read. It can be the whole or any part of a complex of factors that allows a six year old to come to school knowing the number names--some possibilities are (a) adequate native intelligence and memory, (b) attention, (c) access to adults or older children who will name and rename the letters, (d) the very presence of the letter in the environment, (e) probably parents who reward, meaning they probably value, academic endeavors. Teaching the child the alphabet in school will not provide him with those things. There may have been--probably are--behaviors, attitudes, values that mesh with the parent behavior observed that go with (not necessarily cause) child behavior.

2. Children are not only receptive parts of parent-child relationships. A relationship is mutually affecting. Child behaviors influence parent behavior--not just today but for the age of the relationships. Even infants, new research confirms, take an active part in interacting with others. How the parent and child behave today is only part of the equation--how both behaved over time is the basis for today's relationship. Behaving today as the parents of children with the characteristics you admire will not automatically change your child's behavior.

3. Relationships are very complex--behavior is complex. Researchers record behavior. They choose what they will record. In that way they affect the results. They decide how to describe what they are attempting to record. In that way they influence results.

4. It is interesting to know that one study resulted in this conclusion

> "early restrictiveness by the mother (prior to age three) leads more consistently to conforming, dependent behavior than later restrictiveness. Both boys and girls show some aggressive reactions (although of an inhibited form) to mothers' later restrictiveness."

But if you do not like conforming, dependent behavior you cannot become "restrictive" with your infant consistently unless that, too, is your preference. I see great danger to your health and your child's growth if you try to adopt behavior that is unnatural, that is based in deceit, that probably cannot be consistently maintained.

Experts in parenting often write and lecture. Some of them have no compunction about describing a good parent or the process of "parenting," make skeptical use of generalized statements about good parents. The term "parenting" and the idea of a good parent discomfort me. "Parenting" makes a social relationship sound like a motoric or social skill -- something that can be taught and practiced, that can be analyzed and improved -- like skiing or tatting or introducing strangers. It is possible to view tapes of experts skiing and tapes of yourself skiing and by analyzing the movements of the expert and yourself to draw very valid conclusions about what you should do in order to get around the next turn or over the next hump without falling. Or for an expert tatter to analyze and teach you the skill of tatting. For you to practice parts of the skill and put the parts together until you can tat without tying knots in the thread and so the little circles and picots go together to make a pattern. Or you can memorize the words to a gracious introduction so that the next time you perform that function the result will be two strangers who now know each other's names and enough about each other that they can begin a conversation.

Being a parent -- being a parent is not a skill, nor a set of skills that can be analyzed, dissected, or taught. There is no one best technique. No one can tell anyone else the best way to be a parent. There are as many good parents as there are well people. You are a parent in terms of the person you are. Unless a person is really hurting psychologically he can naturally be an adequate parent as he can be an adequate friend, spouse, child. You and I, to the extent that we are worthwhile people who want to be parents, are good parents.

Don't let people who claim to be experts in parenting convince you that good parents are of one mold. Experts, too, come from some set of values, from some cultural background and from some set of hang ups, no matter how minimal.

Just as there is no set of skills that constitute parenting, there is no personality or value system that constitutes a good parent. Cold, detached people can be good parents, stingy people can be good parents, fat people can be good parents, rich people can be good parents, beer-drinkers can be good parents, so can aetheists and fundamental Christians, workaholics and birdwatchers, artistic people and people like me, ethnics and people of no known lineage, cranky people and jolly ones, rational and emotional ones, thinking people and feeling people, vigorous and timorous people. Just as there is value in all of those kinds of people there is value in the children that all of those kinds of people produce. And there will be great variety.

You don't have to fit any personality type to be a fine parent, to raise a child who will find his place in our society, who will become a productive member of the society and a pleasure to himself and to others. Be yourself and be honest with your child.

Which brings us to the other member of the equation -- the child that the parent can't get along with. Granted some children, some people, are more attractive than others, some traits are more attractive to most people than others, still there is value in a great variety of people. When you find yourself being very annoyed and disappointed with your child -- look again at the child and the behavior. Viewed dispassionately it may not be as unacceptable as you had come to feel.

A child may become more or less easy for you to get along with because he changes and because your facility as a parent changes too, not just as you become an old hand but you can't expect to be the most effective parent to every child nor to any child at all ages. Some of us are better parents to infants. I was. My own role and responsibilities were very clear to me when my children were infants. I responded to every change. I attended--stimulated, talked to them--just loved them--smiled, encouraged. Some of us are not so good as parents of infants--we may not find bathing, diapering very attractive activities. Blubbering applesauce may annoy us. Toothless grins may not attract and turning over may not seem like such an accomplishment. Those folks may be better parents to the more self-sufficient ten year old. Able now to join in with the child in physical and intellectual activities this person is a loving, responsive parent. Everything the child does seems marvelous because of the vigor. Another parent may not have enjoyed the infant and perhaps not the toddler who finds all the breakables in the house, whose striving to do things he can't do leads to all kinds of disasters but may respond to the strivings of the fifteen year old--also trying to do things he can't--with memories of his own impassioned and altruistic youth--able to empathize and sympathize with the trials of this last step into manhood or womanhood.

Don't expect to be the best parent to your child every day, every year, and understand your child's inability to be the best (most lovable and acceptable) child for fifteen years solid.

I admit there are abusive parents and there are destructive children. I am not talking about pathological people--only about people who find themselves--with love in their hearts--at odds with a child who is not ill, only hard for that parent to understand.

On the positive side, let me suggest that there are two places to look to improve a situation. One is your perception of the situation and the other is your own behavior and that of the child. It might be a good idea to do some recording of unhappy occasions--what you did in response to what behavior on the child's part and what the child did in response to what from you. Also, write down instances of the child's behavior that are pleasing, of occasions when the two of you laughed together--or sat quietly--when you got along.

Then sit down and read. Notice what it is the child does that pleases and displeases you and reinforce the pleasing behavior. It will make you feel good as well as the child. Pay attention to the patterns of interaction. You may see quickly something that you are doing or something in the interaction between other family members that triggers the behavior you find difficult. The next time you feel turned off by the child, pay attention a little faster to what you, or others, have done. I think you should not try to alter your behavior drastically, but, with knowledge of a pattern, you may be able to soft pedal your behavior. You will be attempting to change your behavior--not because someone tells you how a good parent should act but because of the effect you have seen of your behavior on your child.

Another thing that may help is communicating, talking with the child if the age of the child is appropriate. But do ask some questions and volunteer some information about your feelings. Have faith in yourself and your child--share your feelings and build your child's trust.

When you go to the literature and the experts do it not to find out how you should act but to learn about patterns of growth. Armed with knowledge of the paths development takes with most children you may find your fears allayed. The most successful parents I know, that is the ones happiest in their roles, the people whose children give them more pleasure, the people who get along with their children most of the time, are the honest people--the ones who level with their children. Trust yourself.

Professional Caregivers Who Say, "I can't get along with this child."

I have fewer comforting words to say to the professional caregivers. I believe they have a greater responsibility to act in certain prescribed ways. There are many kinds of personalities to act in certain prescribed ways. There are many kinds of personalities that can be fine teachers and caregivers. Not all teachers behave in the same way but because (1) caregivers say "Hire me, I know how to do the job. Taking care of children is my occupation." and because (2) their job is limited in clock and calendar time, (3) their responsibility is limited to the places and situations that occur within that time, and (4) they can declare a limited expertise, the professional caregiver, I think, must accept more of the burden of adjustment to the children and if the caregiver can't get along with a child, she needs to take more responsibility for changing her own behavior toward the child.

"I CAN'T GET ALONG WITH THIS CHILD"

Alberta M. Castaneda Ph.D.
The University of Texas at Austin

"I can't get along with this child" is a sentiment sometimes expressed by parents, teachers and others who act as caregivers to children. The words are said in concern and love, in puzzlement and despair. The sentiment is based in differences between the child's behavior and in the adult's guilt over being unable to accept or change the child's behavior.

Adults who have these feelings frequently turn to articles and books relating the characteristics and behavior of parents or teachers with child characteristics or to experts who are ready to suggest there is at best or, at least, a better, parent role. In response, the caregiver may attempt to adopt behaviors inconsistent with his/her personality and values or begin a strict program aimed at manipulating the child's behavior.

In this session it is suggested that "good" parents, teachers and children can be of many temperaments, that successful adult-child relationships can have a variety of qualities and that keeping in touch with the child's feelings and your own may be the surest method for getting along with and helping the children you care for to become happy, productive people.

EMOTIONAL PROBLEMS IN YOUNG CHILDREN

Linda L. Gotts, Ph.D.

In order to assess whether a child is experiencing significant emotional and/or behavioral problems, it is necessary to have some understanding of normal child development. For our purposes we will divide the preschool period into three stages: infancy, toddlerhood, and early childhood.

Infancy is the period from birth to the time the child begins to walk, approximately the first year of life. The infant's most important tasks during this period consist of forming attachments to one or more caregivers and learning that he can have an effect on the environment. The competent, healthy infant is able to explore his surroundings using his various senses and is beginning to initiate activities with people, as well as respond to them. He is learning that he can have an effect on both the people and the objects in his world. What he does matters.

Potential problems may develop during this period if the infant's attempts to initiate interactions with people are not responded to in a fairly consistent manner (for example, if the mother is periodically depressed and withdrawn, or if the mother is often too busy to respond to the infant). Problems may also develop if the parent's expectations for the child are unrealistic for the child's temperament (for example, expecting a girl baby to be quiet and mild-mannered, when she is in fact very active and intense); if the parent or caregiver is rejecting or remote; or if the infant fails to receive adequate stimulation or the freedom to move and explore.

Toddlerhood is the period from about one to three years of age. This stage is characterized by three important phenomena: 1) increased ability to move around and explore the environment; 2) increased ability to understand and use language; and 3) negativism. The competent toddler is able to imitate what he sees and hears; is able to approach and respond to adults and to other children; and is beginning to communicate verbally.

This is usually a stressful period for the parent-child relationship. The mother is forced to respond in some way to the demands of the toddler, who is now able to get into anything and everything and who is discovering that he is a separate person with powers of his own. During this period many issues arise which are common sources of conflict between the parent and the child. Some of the more common conflicts center around the child's negativism; handling of the child's needs for dependence and independence; handling of the child's anger; toilet training; and eating behavior.

The child's emerging need for autonomy requires careful handling. Longstanding mental health problems which are identified as the child gets older often have their origins during this period. Problems are usually one of two types: either the parents become overcontrolling or they fail to set sufficient, realistic limits for the child. The child typically reacts to overcontrolling parents by becoming quiet, passive, and "too good"; or by rebelling and becoming openly aggressive; or by outwardly conforming to the parent's demands but with covert hostility. When parents are too permissive and always give in to the child's demands, they are in effect "creating a monster". Unless the parents begin to set clear limits for the child's behavior, the child will eventually become a behavior problem and have difficulty in relating to other children and adults. As he approaches school age, he will inevitably receive a great deal of negative feedback from people outside the family, which will in time adversely affect his developing concept of himself.

Early Childhood is the period from three to six years of age. The child at this stage is more agreeable and easier to get along with than he was as a two-year-old. The main tasks during this period include learning to accept reasonable limits; learning to respect the rights and feelings of himself and of others; learning to respect property; learning to play by himself, side by side with other children, and eventually to engage in cooperative play. The competent child is beginning to learn some basic rules of living together, as he learns about people's rights and feelings. By age three he should be responding fairly well to reasonable adult limits. He is also beginning to identify with the same-sex parent.

Problems are indicated if the child is having consistent difficulty in relating to other children; if he is not learning the rules of living together or not accepting limits; or if by the end of this period he is not clearly identifying with the same-sex parent.

Normal Behavior of Preschoolers.

Many behaviors which would be considered indicative of emotional problems in older children or adults are normal in preschoolers. The following behaviors, which occasionally are of concern to parents, are to be expected during the preschool years (Young, 1971):

1. Imaginative play. The yound child has the ability (and desire) to assume the characteristics of various animals or other people; in his mind he is not pretending to be a bear, he is a bear, and he may refuse to get dressed because bears don't. Many children at this age have imaginary companions.

2. Negativism. Often beginning as young as age one-and-a-half and continuing as long as age three-and-a-half, the

child may be extremely negativistic, insisting on having his own way, testing the limits on daily routines, and having temper tantrums. This stage is often prolonged by mishandling.

3. Regressive behavior. The child may revert to sucking his thumb, wetting his pants after being toilet trained, and so on, particularly under stress.

4. Magical thinking. The preschool child thinks he can wish things so. He seems to react to words as if they had magical power.

5. Insensitivity to the feelings of others. The young child has difficulty seeing another person's point of view. Before the age of three-and-a-half to four years, he may hurt others without being aware of what it feels like to them, or he may hurt an animal simply out of curiosity.

6. Bedwetting. Bedwetting and occasional daytime accidents are common throughout the preschool years and often occur more frequently when the child is under stress.

7. Stuttering. As a young child is acquiring fluency in speech, it is normal for him to stutter. Stuttering is often particularly pronounced between the ages of three and four.

8. High activity level. A child may be quite active during the preschool years and still be within the normal range of activity level.

9. Concrete conception of right and wrong. In general, "what Mother likes" is good and "what gets me punished" is bad. The child does not yet have an appreciation of intentionality in judging whether an act is good or bad.

When To Seek Help.

When a child is having severe emotional problems, characterized by very bizarre behavior or speech, parents generally are aware that something is wrong and that they need to seek professional help. But less severe problems can be more difficult to recognize. As Chess, Thomas and Birch (1965, pp. 190-192) point out, normal preschoolers, from time to time, manifest any or all of the following symptoms: sleep problems, fears, excessive timidity, problems in playing with other children, general dissatisfaction with just about everything, and clinging behavior.

How can parents know when a child's problem behaviors really constitute a problem and are not just part of a difficult, but normal, developmental phase? Before attempting to answer this question, several points need to be made. First, a single behavior, no matter how unusual it seems, is not sufficient to indicate emotional disturbance in the young child. Any behavior, even though quite strange or bizarre, may at one time or another occur in any yound child (Halpern, 1963). It is important to determine whether other signs of disturbance also exist, before giving undue weight to a single behavior.

Second, what is considered "disturbed" behavior at one age is usually "normal" behavior at another age. For example, the normal infant goes through a stage in which he is afraid of strangers, sometimes intensely so. Extreme fear of strangers in a three- or four-year-old child, on the other hand, may be one indication of emotional difficulties.

Third, children vary considerably in their temperamental characteristics: some children are normally more difficult to deal with, more negative in their reactions in general, and slower to adapt than are others (Chess et al., 1965). Certain behavioral patterns may seem abnormal to a particular set of parents because they reflect a temperamental style that is different from what the parents are used to.

Chess et al. (1965) recommend that parents, in attempting to decide whether a significant problem exists, ask themselves the following questions:

1. Is this behavior like my child? For example, excessive clinging to the mother may give more cause for concern in a child who is typically outgoing and positive in his reactions to people than in a child who is usually "slow to warm up" to new people and new situations.

2. Is there a reason? Changes in routine or environment, recent loss of a friend or a pet, birth of a new baby, and so on, will understandably evoke reactions in each person affected by the change. The child's reaction will be determined by several factors, including his individual temperament and the way the significant people in his environment are dealing with him about it. If the child has a prolonged adverse reaction to an upsetting experience, then professional help my be indicated.

3. Is the problem behavior spreading? Using the example of clinging behavior, suppose that the child at first began to cling only when his mother left him at nursery school, but now is beginning to follow her around at home and not let her out of his sight, to the point of insisting upon sleeping with her at night. The problem

behavior is beginning to interfere in a growing number of activities, and this is an indication that professional help may be necessary.

To the above questions I would add the following:

4. *Is the overall parent-child relationship suffering because of the child's behavior(s)?*

5. *Is the parents' relationship with each other suffering because of the child's behavior(s) or because of one or both parents' reactions to the child?*

If the answer to either of these questions is yes, and if the relationships continue to be troubled for longer than a few weeks, then consultation with a professional is advisable.

REFERENCES

Chess, S., Thomas, A., and Birch, H. G. *Your child is a person.* New York: Viking Press, 1965.

Halpern, H. M. *A parent's guide to child psychotherapy.* New York: A. S. Barnes, 1963.

Young, S. Unpublished training material, Austin Child Guidance Center, 1971.

CHOOSING CHILD CARE

by Libby Doggett

With more and more women working every year the need for child care has greatly increased. Although there is a need for child care for children of all ages, the need is most acute for those of preschool age. Moreover, poor care at these crucial ages seems to harm the child the most. Unfortunately in Texas, there is not enough child care to go around (Texas Department of Community Affairs, 1974) and the care available is not always desirable. The really good child care centers are hard to find and often parents cannot tell the difference between a good center and a bad one.

Child Care - What Is It?

Child care is not baby sitting and should never be thought of or chosen as such. Although every parent should choose a baby sitter with great care, much more rigid standards must be used to choose partial or full day care.

Parents have about seven choices when deciding what kind of care to choose:

1. Hiring an individual to care for the child at home.
2. Taking the child to someone else's home.
3. Taking the child to a family day home where an individual cares for a group of children.
4. Enrolling the child in a nursery or playschool.
5. Enrolling the child in a nonprofit day care center.
6. Enrolling the child in a commercial day care center.
7. Enrolling the child in a parent cooperative school where parents participate actively in the center.

The kind of care a parent chooses will depend upon his needs, the child, and the availability of good care. Each kind of care has its advantages and some parents may choose to combine different kinds of care. Family day homes provide group care in a homey, informal atmosphere. Commercial and nonprofit day care centers offer group care, long and flexible hours and a variety of equipment and activities. If the child is cared for by one individual he will get a great deal of individual attention and the parents will not have to find alternate care if the child is sick. However, the quality of care (as that in family day homes and larger day care centers) will depend upon that individual. She or he may or may not provide a variety of things for the child to do, may or may not be warm and loving, and may or may not set reasonable limits for the child. Parent coops are also only as good as the staff running them. Parents in these centers usually feel better about the care their child receives because they are an active part of it However, the parents must have the time to devote to the center and the director must be able to handle the ready-made problems one has with volunteers. She must make sure that the volunteers are trained in the philosophy of the center and can apply that philosophy. In short, all care is only as good as the persons providing it.

In Texas a center which cares for children for four or more hours a day must be licensed. In 1975 the Texas Legislature passed a law mandating that the standards for day care, residential care, and nursery schools be revised. Those in the field of child development were hopeful that the standards would be raised, thus ensuring the children of Texas better care. Unfortunately, after many hours of hearings all across the state, the State Advisory Committee on Child Care Facilities which had been given the job of revising the standards, wrote new sets of standards which were less strict than the previous ones (Texas State Department of Public Welfare, 1976). Although parents should make sure a center is licensed before considering it, they must remember that a license does not ensure quality. The standards are minimal.

Family day homes are not licensed but are required to register with the State Department of Public Welfare. Once again, registration does not guarantee good care.

What kind of care best meets the needs of the family?

Most books on choosing child care provide excellent guidelines for selecting care; however, few help parents analyze their unique family needs.

One of the first questions most parents ask is, "How much does it cost?" Although price is bound to be a big factor in the selection of a center parents should shop around because prices vary and high prices and quality care are not always synonymous. Some expensive centers put their money into hardware rather than hiring the best teachers available. On the other hand, some small, plain looking centers are excellent. Some government sponsored day care centers have sliding scale fees depending upon the family income. Coops cut costs (and thus tuition) by using parent volunteers. Whatever choice parents make, they must remember that child care is expensive and sometimes, but not always, just a few extra dollars a month can make a great deal of difference to the child.

Parents should get more hours of child care than they actually need. A mother who works only four hours a day should get five or six hours of care. A mother who works eight hours should get nine or ten hours of care. This gives parents time to get to and from work, to do a few things that are best done without children, and to spend some time at the center with the child.

Arrangements for the sick care of the child should be made before the child gets sick. Some centers have an isolation room; however, most do not, and most mothers prefer to leave a sick child at home in his own bed. Most employers allow parents to use their sick days for the care of a sick child. Even if this can be arranged parents should have the name of someone who can come to the house in case neither parent can stay home with the child that day. Usually parents wait until the child is sick to arrange sick care. It is unlikely that a person will be found at seven o'clock in the morning.

While it is usually best for the child to arrive and depart at approximately the same hour each day an occasional departure from this routine will not hurt. If a parent has a day off and wants to keep the child at home or to bring him in a little later than usual, the staff at the center should be flexible enough to accomodate this. Parents should remember that it is more important for the child to be with his family than at the day care center.

Single parents have special needs. He or she might need to find a center that provides auxiliary services such as medical and dental care, hearing and vision testing, breakfast and/or dinner, or family counseling. These single parents as well as many others might also want to look for a center that has a strong family involvement program. Centers which get parents involved also offer parents some advantages such as the chance to meet other parents, general parenting information, professional information about the child, speakers on special topics, and a "listening ear."

What kind of child care is best for the child?

Everyone knows that each child is unique and has individual needs. What is best for one child is not always best for another. However, in choosing child care little is said about each child's special needs. For example, I would think that a shy child whould do best in a center that has small groups and only one or two teachers so the child would have to relate to only a minimum number of people. This type child would probably do best attending the same center from year to year. Recent research on caregiver-infant attachment also suggests that the infant will do best when one adult tends to the majority of his needs. On the other hand, an older, outgoing, active child might do best in a large center with larger groups that offer a variety of children, activities and adults with whom to interact.

Many parents feel pressured to put their child into a very "school-oriented" preschool because they are afraid all the other children his age are learning to read, and if he does not learn to read or write or whatever, he will not be able to keep up in first grade. There is no research that I know of that shows it is more beneficial for a child to learn to read or write at age four or five than it is to pretend that he is a fireman. In fact, I think that the latter may be more important at that age. Children who do not learn to read until age six catch up with their earlier reading peers when the groups are matched for intelligence.

How good is day care? Or, should a mother feel guilty?

Nearly every mother who leaves a newborn baby three or four months after giving birth or a two- or three-year-old child whom she has been at home with until that time feels guilty. Society still has a negative attitude toward working mothers, which increases a mothers' natural feeling of guilt. Often because of these guilt feelings, mothers refuse to look closely at what they are doing. They tell themselves that what happens in a day care center is not really important (Branan).

If a mother does not choose her day care center with great care she should feel guilty. The average child spends nine hours a day, five days a week in the center. Since he spends more hours at the center than in the home, this is where he will get many of his values and learn how to do (or not to do) a variety of things. If a child spends nine hours a day being uncreative and unaggressive in a dull situation, he is not going home at five in the afternoon and suddenly become a highly creative, very outgoing child.

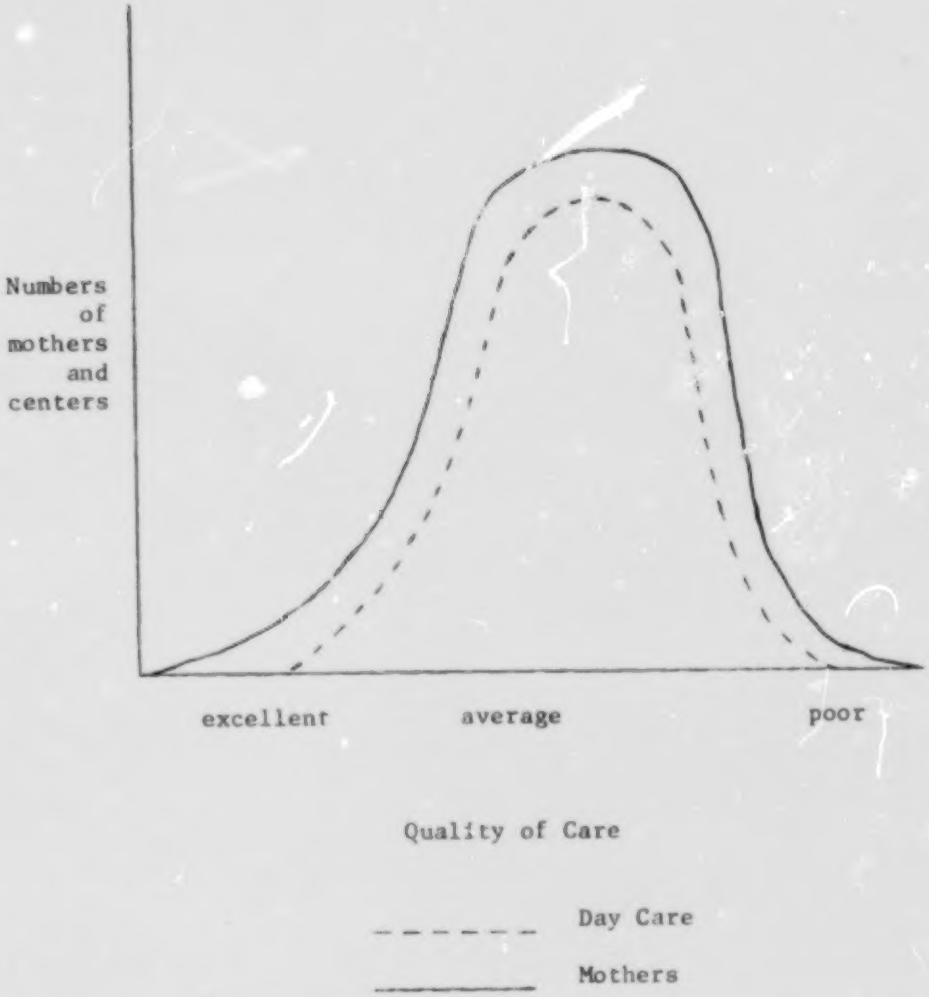
My own answer to the question of should a mother feel guilty is, "No, not if she finds the best care she can afford." In comparing the care given by mothers and that given in day care centers I developed the model on the following page. On the left are the numbers of centers and mothers providing such care and on the bottom of the table are the quality of care provided, ranging from excellent to inadequate. Normal curves are used because mothering and group care practices are probably normally distributed in the population with the vast majority of both being pretty much around the middle or average range. One will note, however, that I feel mothering can be both better and worse than group care. If all mothers were perfect or near perfect and could afford mentally, physically and monetarily to stay home with the children, most children would flourish. Since this is not, and has never been the case, and most mothers are pretty good but certainly not perfect, day care that is of comparable quality can be found. The average mother can also find day care that might even be better for the child than staying home. The licensing standards have eliminated the worst day care situations; however, we have not eliminated the neglectful and abusive parents.

How does a parent tell a good center from a bad one?

A mother does not have to be a child care expert to pick the right child care for her child. She must, however, understand what she needs and what she wants for her child, and then find a center that offers these advantages.

A parent should always visit several day care centers (or family day homes) before deciding on one. Even if the first one visited is excellent, visiting others will give the parent a standard of comparison. Each center should be visited in the morning when the main program is in session. However, before deciding on a center that parent should visit the program in the afternoon to see what goes on all day long. The

COMPARISON OF CARE GIVEN BY MOTHERS AND THAT GIVEN IN CHILD CARE CENTERS



National Association for the Education of Young Children suggests that parents avoid day care centers that don't allow visitors during normal hours (Branan).

Children should be left at home when a parent is deciding on a center. Children, as well as some adults, tend to be influenced by a fancy building and new equipment. Moreover, children are not always patient with the many questions that need to be asked of the director and the teachers.

While in the center, parents should not be reluctant to ask questions and probe around. One guidebook to choosing a good child care center suggests that the parent should open the refrigerator. Parents should talk with the director of the school as well as members of the staff. The most important person to meet is the person who will be spending the most time with the child. Before making a final decision parents may wish to talk with other parents of children in the school. Parents understand each other and are often more candid about the strong and weak points of a certain program.

There are a number of excellent guides and booklets that help parents choose child care. The most comprehensive one I have seen is a day care checklist that can be obtained from the Day Care and Child Development Council of America, 1012 14th Street, NW, Washington, D. C. 20005. While few parents would want or need such a comprehensive guide, parts of this are excellent. The section I particularly like is the last one on interactions which parents fill out through observation alone. It includes such things as:

"Staff speak to children on their eye-level.

Staff raise questions for child to consider.

Affectionate physical contact is observed."

Another good, but very short guide is a small pamphlet entitled Some Ways of Distinguishing a Good School or Center for Young Children. Single copies are furnished free upon receipt of self-addressed stamped # 10 envelope. Orders should be addressed to:

Publications Dept.
National Association for the
Education of Young Children
1834 Connecticut Ave., N.W.
Washington, D. C. 20009

A third guide which I have available today is printed and distributed by the Texas Department of Community Affairs and is entitled Choosing a Child Care Center by Bob German.

While parents will benefit from reading one or several different guides, many parents already know what to look for. In two workshops during the conference, "Between Grownups and Kids," held in Austin, Texas on August 27, 1977 parents suggested looking for the items on the following pages. Items are divided into personnel, program, health and safety, environment and equipment, parent involvement and food service and nutrition.

My advice to parents is to first look at the personnel and the program. If they meet the standards the parent has set, then he or she should consider health and safety and environment and equipment. If these meet the standards set then the parent should consider the parent involvement program and the food service and nutrition. I am not suggesting that food service is not important. No program is complete without excellent ratings in all areas. However, this method of reviewing day care programs allows parents to eliminate quickly those centers that are not good. If the staff and the program are not good then the parent need not waste his time.

The suggestions made by parents on the following pages are not meant to be a complete guide to choosing child care. They merely serve as an example of some things parents think are important. No parent can look at everything when choosing child care. Each must decide what he or she thinks is most important to his or her family and look for that.

SOME OF THE THINGS PARENTS LOOK FOR WHEN CHOOSING CHILD CARE

PERSONNEL (DIRECTOR, TEACHER STAFF)

1. Do the teachers enjoy working with the children? Do they pick them up, hug them, and give them attention spontaneously?
2. Do the teachers talk to the children on their eye-level?
3. Do the children like the teachers? Do they show them things, go over to them and talk to them?
4. Is the discipline firm and positive rather than harsh and negative?
5. Do the teachers and director talk with your child when you visit the school?
6. Can the director and teachers tell you about their philosophy and specific ways they implement it?
7. Do the teachers work with the children both inside and out instead of talking among themselves?
8. How many teachers are there per child?
9. Who does the custodial work and how often is it done?

PROGRAM (ACTIVITIES, SCHEDULE)

1. Is the schedule written down? Is it different for the various age groups?
2. Is the schedule followed? Do the children seem to know what to do next?
3. Are the schedule and the activities changed when they are not working?
4. Do the children spend time outdoors every day?
5. Are the children allowed to get dirty?
6. Inside, are there learning centers so that the children have a choice of activities?
7. Are rest periods, toileting, and cleanup all scheduled?

HEALTH AND SAFETY

1. Are children supervised at all times?
2. Are health and immunization forms kept and updated for each child?
3. Are the yard and any hazards fenced?
4. Where is medication kept? Who gives it? Is there a written notice from the doctor or parent?
5. Is the staff trained in first aid? What kind of training did they receive?
6. What is the plan for a child who becomes sick at school?
7. Are the bathroom facilities always clean?
8. Where is diapering done? Where are the dirty diapers disposed of?
9. Is there a change of clothing for each child?

ENVIRONMENT AND EQUIPMENT

1. Is the center a pleasant place to be?
2. When all the children are present does the center seem crowded?
3. Are the furniture and bathroom facilities child sized?
4. Does each child have a locker or other place for his belongings?
5. Are broken toys removed immediately? Who repairs them?
6. Can children get and replace all the equipment by themselves?
7. Are there:
   - transportation and construction toys?
   - dress-up materials?
   - housekeeping items?
   - art and creative materials?
   - science equipment?
   - musical items?
   - vigorous play equipment?
8. Is there a place where a child can be alone if he wishes?
9. Is the equipment appropriate for the childrens' ages?

PARENT INVOLVEMENT

1. Are the parents interviewed before the child is enrolled?
2. Are parents encouraged to observe in the school?
3. Do the staff greet you as well as your child?
4. At the end of the day do the teachers tell the parents something about the child's day?
5. Are there meetings for parents to get together with each other?
6. Are there regular parent conferences?
7. Do some parents linger at the center either at arrival or departure time?
8. Do parents talk to each other and children other than their own?

FOOD SERVICE AND NUTRITION

1. Is the menu posted?
2. Do the meals and snacks seem wholesome and nutritious?
3. Are the portions served adequate? Can a child have seconds and thirds?
4. Do the teachers sit with the children and eat too?
5. Are the children allowed to take their time when eating?
6. Is the kitchen clean?
7. Are the children allowed to help with the food preparation, menu selection and serving?
8. Do the children seem to like the food?
9. Are snacks served at mid-morning and mid-afternoon?

References

Branan, K. Day nurseries: what to look for. Today's health. Published by the American Medical Association. Article condensed by the Department of Public Welfare, Day Care Staff, Austin, Texas.

Day Care and Child Development Council of America. Day care center checklist. Washington, D. C.: Day Care and Child Development Council of America.

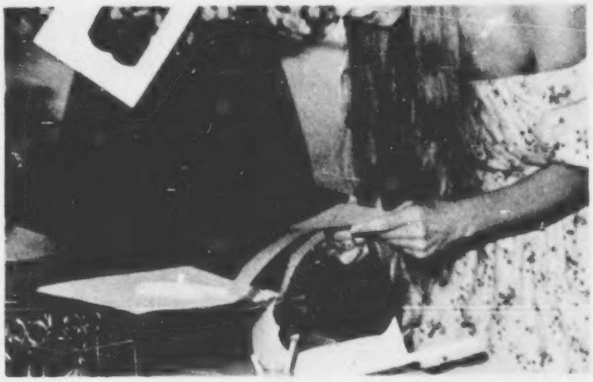
German, B. Choosing a child care center. Austin, Texas: Texas Department of Community Affairs, Early Childhood Development Division, 1976.

National Association for the Education of Young Children. Some ways of distinguishing a good school or center for young children. Washington, D. C.: National Association for the Education of Young Children.

State Department of Public Welfare. Minimum standards for group day care homes. Austin, Texas: State Department of Public Welfare, 1976.

Texas Department of Community Affairs, Early Childhood Development Division. The darker side of childhood, 1974.

WORKSHOPS AND DEMONSTRATIONS



WORKSHOPS AND DEMONSTRATIONS

10:00 - 12:00
1:40 - 3:30

Working with Paper and Construction	Mary Grace
Ways of Printing and Ways of Gluing	Jean Isaacs
Painting	Alta Willms
Weaving, Sewing, Felt and Flannelboard	Sandra Johnson
Puppets	Rita Foust
Fun for Tots	Toasty Ochs
Learning Games	Leticia Contreras
Motor Activities	Maggie Rivas
Growing Things	Dorothy Mae Emerson
Woodwork with Young Children	Larry Kihnel
Creative Dramatics	Susan Bright
Games with Blocks	Jack and Mary Lumbley
Bicultural Learning Materials for Young Children	Julia Batista, Helen Gonzales, Nora Castillo
Making Pictures	Joy Rogers
Containers	Virginia Garza
Movement and Musical Games	Dee Gibson

DEMONSTRATION LEADERS

"BETWEEN GROWNUPS AND KIDS"

Demonstration Leaders

"Bicultural Learning Materials for Young Children"

Ms. Julia Batista
c/o Mrs. Joyce Coleman
207 Sunnycrest
San Antonio, Texas 78228

Ms. Helen Gonzalez
c/o Mrs. Joyce Coleman
207 Sunnycrest
San Antonio, Texas 78228

Ms. Nora Castillo
c/o Mrs. Joyce Coleman
207 Sunnycrest
San Antonio, Texas 78228

"Games with Blocks"

Mr. and Mrs. Jack Lumbley
Southwest Educational Development Laboratory
211 East 7th Street
Austin, Texas 78701

"Motor Activities"

Ms. Maggie Rivas
Southwest Educational Development Laboratory
211 East 7th Street
Austin, Texas 78701

"Learning Games"

Ms. Leticia Contreras
Southwest Educational Development Laboratory
211 East 7th Street
Austin, Texas 78701

"Containers"

Ms. Virginia Garza
Southwest Educational Development Laboratory
211 East 7th Street
Austin, Texas 78701

"Painting"

Ms. Jean Isaacs
Child Incorporated
818 East 53rd Street
Austin, Texas 78751

"Working with Paper and Construction"

Ms. Mary Grace
Child Incorporated
818 East 53rd Street
Austin, Texas 78751

"Ways of Printing and Ways of Gluing"

Ms. Alta Willms
Child Incorporated
818 East 53rd Street
Austin, Texas 78751

"Weaving, Sewing, Felt and Flannelboard"

Ms. Sandra Johnson
Child Incorporated
818 East 53rd Street
Austin, Texas 78751

"Making Pictures"

Ms. Joy Rogers
2702 Carnarvon
Austin, Texas 78704

"Puppets"

Ms. Rita Foust
4501 Shoalwood
Austin, Texas 78756

"Fun for Tots"

Ms. Toasty Ochs
2704 B St. Edward's Circle
Austin, Texas 78704

"Movement and Musical Games"

Ms. Dee Gibson
4304 Burney
Austin, Texas 78731

"Growing Things"

"Ms. Dorothy Emerson
7312 Shadywood
Austin, Texas 78745

"Creative Dramatics"

Ms. Susan Bright
1504 A Dexter
Austin, Texas 78704

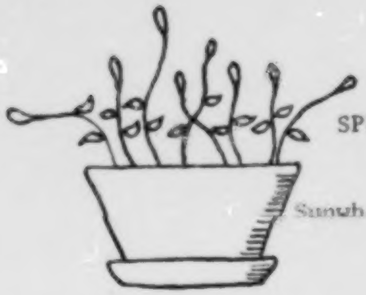
"Woodworking with Young Children"

Mr. Larry Kihnel
26 Celia
Leander, Texas 78641

DEMONSTRATION HANDOUTS

Language Development
La Gallina
Vengan mis pollitos
Dijo la gallina,

DEMONSTRATION HANDOUT



SPROUTING FOR FUN AND HEALTH

Dorothy May Emerson
Sunwheel Center for Holistic Health

I. DIRECTIONS: HOW TO SPROUT SEEDS

You will need: a quart jar (or larger)
a square of cheesecloth (or nylon stocking material) approximately 5" square
a rubber band
2 tablespoons of seeds, beans, or grains

Steps to follow:
1. soak the seeds in ½ cup water in the jar (overnight for beans, a few hours for smaller seeds)
2. place the cloth over the mouth of the jar and hold in place with the rubber band
3. pour off soak water (this water is loaded with vitamins and minerals and can be added to soups or used to cook vegetables in or for watering plants)
4. rinse seeds and sit jar at a slant to drain (keep out of direct sunlight)
5. rinse twice daily and let jar sit at a slant to drain
6. watch the little seeds sprout and grow
7. after a few days the hulls will separate from the seeds; fish these out as they can cause the sprouts to spoil
8. harvest sprouts in 2-5 days (you can expose the sprouts to sunlight for a few hours before harvesting to increase chlorophyll content)
9. store sprouts in refrigerator in a container with breathing holes until you are ready to use (the sprouts are still growing!)

II. WHY SPROUT?

1. FOR FUN - Sprouting is a great project for children. It's the quickest and easiest way to grow your own food. Children love a garden which is ready to harvest in less than a week. We can all wonder together at the miracle of life sprouts reaffirm for us. Sprouting can be a fun activity for parents to share with children, while increasing our awareness of life's processes.

2. FOR HEALTH - In this world of over-processed, denatured food, sprouts provide a living addition to our diet. (If you eat them raw, they will still be alive when you eat them.) Nowhere else can you get fresher food than seeds you sprout yourself.

> The real nutritional secret of sprouts is that when the beans or seeds are sprouted there is an increase in the vitamin and mineral contents, in some cases up to 10 times the amount of vitamins and 2 to 3 times the amount of other nutrients contained in the original seed.
>
> from Food to Improve Your Health, by L. Pelstring and J. Hauch, Pinnacle Books, 1974

3. TO SAVE MONEY - Sprouts are probably one of the least expensive ways to buy vitamins and minerals to insure your family's health. Most seeds and beans cost between $.50 and $1.50 per pound. One pound of seed makes 8 pounds of sprouts, which is definitely expanding the value of your original purchase! Even the most expensive seeds (alfalfa, radish, and mustard) still end up costing only 5 to 10 cents per serving. So you really get a bargain in sprouts.

4. TO SAVE CALORIES - One fully packed cup of sprouts (such as mung bean or alfalfa) contains less than 20 calories! Even the most caloric (soybeans, peas, and lentils - all of which are high in protein) are only 65 calories per cup. At that the yield of protein is twice that of meat and four times that of eggs. Great for pregnant and nursing women, and for growing kids!

5. FOR SURVIVAL - Every household emergency plan should contain a storehouse of seed and the knowledge of sprouting. Seeds can be easily stored and can provide the nutrition of fresh food which might be needed under emergency conditions. Sprouts are served to submarine crews, as this is the one fresh vegetable that can be harvested under water. Sir Francis Chichester sprouted on his solo voyage round the world in his sailboat, Gypsy Moth. If early ocean voyagers had known about sprouting, they would have had no problem with scurvy. Hikers can sprout in their knapsacks, thus carrying power-packed nutrition on long hikes. Office workers can sprout in their desks, truckers in their trucks, travelers in their cars, etc. The possibilities are endless.

6. FOR TASTE - Many creative, delicious dishes can be prepared with sprouts. Some suggestions on how to use sprouts will be found in the next section and in the books listed at the end. And of course, sprouts taste great just as they are, freshly growing. Try different sprouts and different uses to see which ones you and your family like best. Children almost always want to eat what they themselves have helped to grow, so sprouts are a good-tasting way to increase the nutritional value of your whole family's diet.

III. HOW TO USE SPROUTS: A FEW IDEAS

1. Wherever you would use lettuce, in sandwiches or tossed in a salad
2. Stir into soups at the last minute
3. Combine with rice dishes
4. Add to spaghetti just before serving
5. Use as a topping or mix into your favorite casserole
6. Mix into your favorite dip
7. Use on top of cheese and crackers, for a snack
8. Add to egg filling for stuffed tomatoes
9. Mix into sandwich spread (tuna, cheese, deviled egg, ham, etc.)
10. Add to scrambled eggs or omelet
11. Add to any oriental dish
12. Grind up for sandwich spread or dip
13. Puree and add to salad dressings
14. Blend into milkshakes
15. Blend with apple, pineapple, tomato, or V8 juice
16. Use in stuffed squash, bell pepper, eggplant, mushrooms, etc. or with poultry
17. Grind and add to meat loaf or hamburgers
18. Garnish a platter
19. Add to breads and pancakes
20. Buy a book on sprouts and try some of the great recipes
21. Try your own ideas! Use sprouts in anything and everything!

IV. WHERE TO BUY SEEDS

The best place to buy seeds for sprouting is from your local health food store. They will carry a full line of high quality seeds especially for sprouting, as well as books on sprouts, various useful sprouting devices, and will usually offer free advice on any of your sprouting questions. Some supermarket beans and peas may also be used, such as green lentils, black eyed peas, green peas, and chick peas. Seeds packaged for planting may have been treated with chemicals to retard spoilage, so take care to wash them well if you decide to use them at all.

V. PREVENTING FAILURE

1. Be sure the sprouts can drain completely. If they are waterlogged, they may rot.
2. Be sure to rinse the seeds twice a day. Dehydration also causes rotting.
3. Keep sprouts out of direct sunlight, except for a few hours just before harvesting. Be sure the sprouts have good ventilation.
4. Use lukewarm water for soaking and rinsing sprouts.
5. Remove hulls and any seeds which seem not to be sprouting.
6. In hot weather some sprouts (especially alfalfa) need to be grown in an air conditioned room. If you have trouble with spoilage, try the hardier varieties in summer, such as lentil or mung beans.
7. Handle your sprouts carefully. Don't crowd too many in one container. Remember that sprouts are living things - babies, in fact!

VI. ALTERNATIVE SPROUTING METHODS

1. Use the ring from a canning jar lid and a plastic, copper, or stainless steel screen, to make a neater sieve for your sprout jar.
2. You can buy plastic covers with various size holes for different sprouts to use on sprouting jars. Available in most health food stores.
3. Grow sprouts in any dish, bowl, colander, etc. Cover with a wet paper towel and lid to keep sprouts from drying out.
4. Use a special sprouting dish or Redwood Sprouter. Available from your health food store.
5. To make a large quantity of sprouts, use a bucket with holes punched in the bottom.
6. Buckwheat, sunflower, and wheat can also be grown in soil to produce highly nutritious greens in one week. See books by Wigmore and Kulvinskas for further information.

VII. FURTHER INFORMATION ON SPROUTS

Varieties of Sprouts	Hints on Growing	Special Information
Alfalfa	Grow in darkness, expose to light for few hours to develop chlorophyll; harvest at 1" to 2" or just after first leaves appear	Especially rich in vitamins K and C and calcium; high mineral content; said to prevent menstrual cramps and alleviate water retention
Mung Beans	Hulls can be removed, but this is not necessary; harvest at ½" to 4"	Most popular of all sprouts; rich in calcium, phosphorus, iron, vitamins A and C; used frequently in oriental cooking

Varieties of Sprouts	Hints on Growing	Special Information
Wheat, Rye	For eating raw, harvest when shoot is the size of the grain; for sweeter sprout and cooking, let grow to 1"	Sweet taste; use with desserts and fruit; can be baked in bread and eaten in cereal; contain protein and vitamin E
Aduki	Easy to sprout; harvest at ½" to 1"	Use in oriental dishes, like mung bean; serve with rice
Sesame	Use unhulled seeds only; harvest when sprouts just show the barest bud; usually ready in 2 days	High in protein, unsaturated oil, calcium, phosphorus, magnesium, niacin, vitamins A and C; often blended into beverages or ground up in dips and dressings.
Sunflower	Eat sprouts when barely budded; not over ½"; discard hulls or grow hulled seeds	Contain many trace minerals, calcium, vitamins D and E, plus about 30% protein; grind up in dips and dressings
Soybeans	Not as easy to grow; rinse at least 3 times daily; harvest at ¼" to 1½"	Very nutritious, high in protein; usually steamed for 5 minutes or so

VIII. BOOKS ON SPROUTS OR CONTAINING USEFUL INFORMATION ON SPROUTS

Courter, Gay. THE BEANSPROUT BOOK: EVERYTHING ABOUT SPROUTING BEANS, SEEDS AND GRAINS. Simon and Schuster, 1973.

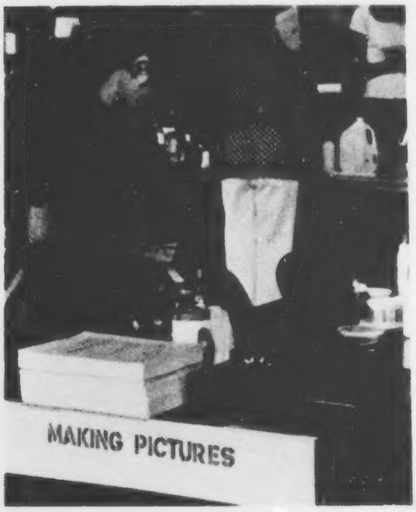
Kulvinskas, Viktoras, NUTRITIONAL EVALUATION OF SPROUTS AND GRASSES. OMango d'Press.

Kilvinskas, Viktoras. SURVIVAL INTO THE 21ST CENTURY: PLANETARY HEALERS MANUAL. Omangod Press, 1975.

Pelstring, Linda, and Hauch, JoAnn. FOOD TO IMPROVE YOUR HEALTH. Pinnacle Books, 1974.

Wigmore, Ann. FOR SURVIVAL GROW ORGANIC FOOD INDOORS! Health Digest #148, Hippocrates Health Institute.

Mary, Lisa, Tom, and Jason
How does your garden grow?
Alfalfa, lentils, mung beans, and wheat
All sprouting for us to eat now!



MAKING PICTURES

Joy Rogers

"Odds N' Ends" Pictures

For Ages 3 and up

Materials Needed:

Construction paper

Clear drying glue

and

Any or all of the following:

Bits and pieces of colored paper, cloth, ribbon, rick rack, string, yarn, aluminum foil, etc.

Macaroni (shell, elbow and alphabet)

Dried beans and peas of all kinds

Colored popcorn

Buttons

Colored toothpicks

(Note: coffee cans and margarine tubs make ideal containers.)

Directions:

Give each child a piece of construction paper, a work area and access to above items. Most children enjoy creating designs of their choosing. Younger children can make simple, colorful pictures. Older children may be able to use blunt scissors to alter the shape of their materials. They may also enjoy gluing the popcorn in the shape of letters to make their names.

Advantages of this Activity:

1. is inexpensive because most of the materials are available in the home.
2. is suitable for children of different ages. They may make pictures as simple or as complicated as they wish.
3. encourages creativity.
4. helps develop manual dexterity.
5. helps children with little or no artistic talent to create pictures which are pleasing to them.

CONTAINERS

ALL HOMES USE CONTAINERS

Many learning activities for young children may be designed for use with empty containers. These activities may be prepared with very little expense, yet are of great value. However, a note of CAUTION must be made before mentioning some of these activities.

Since the contents of many containers are dangerous, or potentially dangerous for children, parents, at all times, must keep these containers locked away from the reach of children. They must learn that they can play with bottles only when parents have allowed them to do so. Under no circumstances should they place anything in their mouth unless they are closely supervised by the parents.

Containers of all kinds may be used to teach the many concepts of colors, shapes, sizes, smells, sounds, textures, volume, and weights. Development of visual skills, auditory skills, motor skills, and oral language takes place with little effort and much joy. Children make selections, comparisons, predictions, and judgements.

The following are only a few ideas that may easily be made and used at home.

SMELLS--Fill bottles with perfume, alcohol, vinegar, onions, ground coffee, baby powder, pickles, etc. Have pictures of contents available so that child may talk about contents and find the picture of what he thinks each bottle contains. The parent may ask leading questions so that child may then ask questions about the contents also. Another activity is to have the child find two smells that are alike in a group of three.

SOUNDS--Fill frozen juice cans with different contents such as rice, salt or sand, set of jingle bells, pennies, small rubber balls, water, beans, etc. Make 2 cans with each kind of contents and seal the cans with cardboard and masking tape. Have the child listen to the sounds and find the ones that are alike. Or have the child find the one that is different in a set of three sounds.

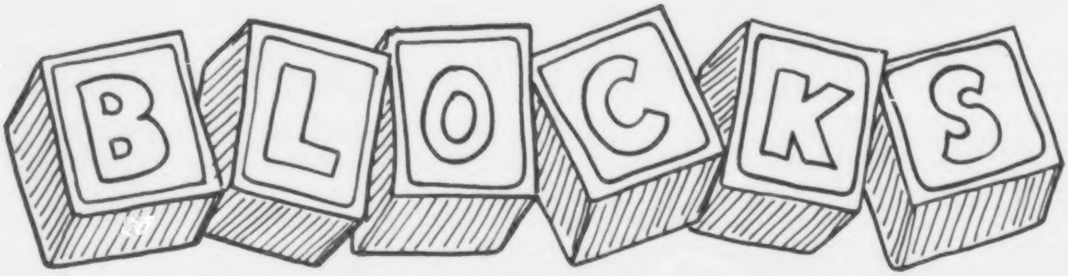
COUNTING--Have ten jars labeled with a numeral from 1 to 10. Have child place marbles to match the numeral of each jar.

SIZES--Cut different sizes of cardboard cylinders such as those used in paper towels and bathroom tissue. Have child place them in order from the smallest to the largest.

PAINTING--Fill spray bottles such as those used in deodorants with tempera paint and have a form or shape to spray paint around.

CONTAINERS
leights - Colors

DEMONSTRATION HANDOUT



Jack and Mary Lumbley

Blocks of many varieties can be easily and inexpensively made for preschool children. Besides being fun to play with, blocks can provide a valuable educational experience for young children at home.

Two types of blocks will be discussed here; for both types preparation is very simple.

1. FOAM (PRIMARILY FOR YOUNGER CHILDREN)

    A. Buy a small piece of soft polyfoam (the kind used in furniture padding, for example). Any thickness, except the very thin variety, is acceptable. Because the piece will be cut into cubes to make the blocks, the age of the child to be using the blocks should be taken into consideration; very young children may find it difficult to manipulate cubes which had to be cut rather small because the piece of foam originally bought was not very thick.

    B. Using a sharp knife or razor blade, cut the piece of polyfoam into the desired number of cube pieces (remember that all sides of a cube are the same size; so, the thicker the foam, the larger the blocks must be cut to be made into cubes).

    C. Decorate the cubes in any number of ways. For example, scraps of material of different textures and colors can be glued to each of the six sides of every block. In this way, the blocks can be used to help teach the young child to discriminate such physical characteristics as color, texture, pattern, etc. The number and type of characteristics you may want to teach your child to be able to discriminate can be determined by the physical characteristics of the fabric scraps you choose for the blocks. You can even make the blocks into a puzzle if you wish. Simply use pieces of material with strong, distinguishable designs; by gluing one piece of a different pattern to one side of every block, you can actually have six three-dimensional "puzzles" within one set of blocks. Solution of these puzzles will teach such important skills as visual (as well as tactual) discrimination, part/whole relations, and spatial configuration. Another, much simpler, means of decorating the blocks is to color one side of every block with a different colored, felt tip pen. The child can then be asked to turn up all the red sides, for example, or all the green sides.

2. WOOD (PRIMARILY FOR OLDER CHILDREN)

A. Buy a strip of wood which is the same size in both dimensions (for example 1" x 1"; 2" x 2"; 3" x 3"). As with the foam blocks, remember that it may be easier for older children to manipulate smaller blocks, so remember to consider the age of the child in deciding what size wood strip to buy.

B. With a saw, cut the strip into pieces the same length as its other dimensions; for example, if the strip is 2" x 2" x 12" long, you can make a set of 6 blocks each of which is a 2" cube. Naturally, the length of the strip you originally buy will determine the number of cubes your block set will have.

C. Decorate the wood blocks. As with the foam blocks, the wood blocks can be designed in any number of ways and in any order of simplicity or difficulty for the child. Perhaps the most simple (that is, making the least number of mental demands on the child for their use) way of decorating the blocks is to glue pieces of different colored construction paper to the block sides. Once this is done, the child can then sort the blocks by color, again improving discrimination skills. By pasting different decals (or different numbers of decals) to each block side, a child can gain experience in both pattern and number differentiation. Using different classes of decals may enable the child to sort the blocks, for example, according to plants, birds, animals that crawl, etc. The variety of discrimination skills that can be taught using this technique is limited only by the imagination of the person constructing the blocks.

Finally as with the foam blocks, multi-dimensional puzzles can be made by gluing pieces of pictures to the side of the blocks so that within one set of 20 blocks, for example, the child can have access to six different 20-piece puzzles. Pictures in magazines could easily be used for this purpose. Pieces of contact paper pressed to the sides of the blocks would eliminate having to glue the design to the wood.

DEMONSTRATION HANDOUT

ABC's

LEARNING GAMES
Leticia Contreras
Southwest Educational Development Laboratory

The Alphabet

This exercise is for the learning of the alphabet and the phonetic sounds of the letters.

Black Sheet Front

1. Teach the child the ABC's as he points to the letters at the top of the page.

2. Ask the child to say the alphabet locating the capital letters. Have him give a word that begins with that letter or its sound.

   EXAMPLE -- K Kite
   C Car

3. Ask the child to place the purple squares on the small and capital letters that make a pair.

   EXAMPLE d D

4. Have your child practice printing the alphabet in both the upper and lower case.

Black Sheet Back

1. Have the child practice printing the letters.

2. Name a letter and have him locate it and print it. Ask him to sound it out.

3. Sound out a letter and have him locate it and print it.

Brown Sheet

1. Ask the child to say the alphabet as he points to the letters. Have him practice printing the missing letters.

2. Call out a letter and have him write the small letter.

DEMONSTRATION HANDOUT

ABC

Leticia Contreras
Southwest Educational Development Laboratory

El Abecedario

Este ejercicio es para el aprendizaje del abecedario y de los sonidos fonéticos de las letras.

Hoja negra Frente

1. Enseñe al niño el abecedario mientras señala con el dedo las letras que se encuentran en la parte de arriba.

2. Pida que el niño diga el abecedario localizando las letras mayúsculas. Pídale que diga una palabra que empieza con esas letras o con esos sonidos.

   EJEMPLO -- S Sonido
   C Centavo

3. Pida al niño que ponga los cuadritos morados (marcadores) sobre las letras minúsculas y mayúsculas que hacen par.

   EJEMPLO d D

4. Pida al niño que escriba el abecedario en letras mayúsculas y minúsculas.

Hoja negra Detrás

1. Pídale al niño que escriba las letras.

2. Diga las letras y pida que las encuentre y que las escriba. Pida que dé el sonido.

3. Dígale el sonido de las letras. Pida que las señale con el dedo y que las escriba.

Hoja café

1. Pida al niño que diga el abecedario mientras señala las letras. Permítale que escriba las letras que faltan.

2. Dígale una letra y pida que la escriba en letra minúscula.

A B C D E F G

H I J K L M N

O P Q R S T U

V W X Y Z

a b c d e f g h i j

k l m n o p q r s

t u v w x y z

DEMONSTRATION HANDOUT

WOOD-WORKING

for

Preschoolers and Grown Ups

Larry Kihnel
Austin-Travis County Mental Health, Mental Retardation

TRY:

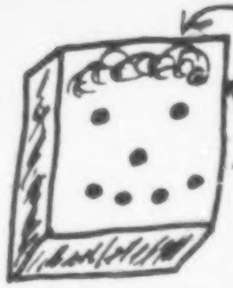
- Projects under 10 minutes
- Two to four steps
- Something to be used or seen by all
- Something that involves a story
- Things that Grown Ups have never done. Learning together teaches a child that it is O.K. to explore.
- Using scraps which teaches us creativity
- Adopting an attitude that children teach Grown Ups

TIPS:

- Use light weight tools
- Use soft woods - fir or cedar
- Name the project
- Be willing to have a less than professional product
- All tools are dangerous
- Hammer and nail tasks are difficult for preschoolers - take time
- Woodworking skills are one of the least important aspects of wood projects with children - working together, exploring together, risking together, failing together, finishing something, cleaning up, and dreaming - all rank above wood working skills

IDEAS

#1



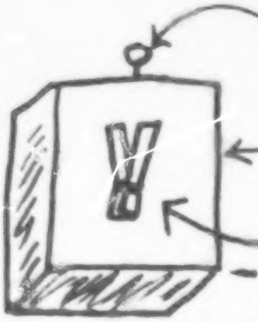
Scrap of 2" x 4" x 5" or 1" x 4" x 5"

Smear glue and put wood shavings for hair

3/4" nails with flat heads for eyes, nose and mouth

You can name this wood person and tell stories. I call mine Block Head - he does unsafe things at times and gets into all kinds of binds.

#2



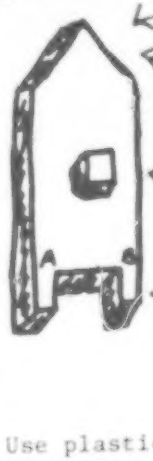
Eye screw to hang on nail or cup hanger

2" x 4" x 5" or 1" x 4" x 5"

Clothes pin - nailed and/or glued to center of block

This useful item holds messages, bills, notes. Make several, paint them differently for different uses. Red - bills; blue - messages; green - things to do; etc.

#3

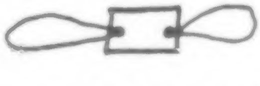


1" x 4" x 12"

Cut to a point

Block of wood for cabin or smoke stack

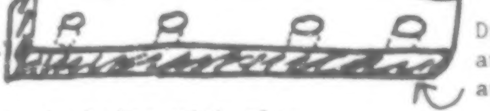
Cut out 2" x 2"



1 ½" x 1½" square of plastic

Use plastic from milk carton or bleach bottle. Punch holes and loop rubber bands through each end. Put rubber bands over "A" and "B". Wind up and Wahalla! A Moto Boto for the tub.

#4



Use 2" x 4" 2½ ft. long

Eye screws 4" from each end

Drill holes ½" diameter, 6" apart and ½" - 3/4" deep, at a slight angle. (Probably an adult task)

Place ½" pegs in holes with glue
Wipe off excess glue

Place on wall or inside closet door for handy coat and clothes hanger

ARTS AND CRAFTS ACTIVITIES - PAINT

Mary Grace
Child, Inc.

For Soap Snow Painting

SOAP
FLAKES

Soap flakes (not detergent)
or granulated soap
Equal amount of water

OR

Soap flakes
Equal amount of liquid
starch

Mix soap flakes with liquid and beat with egg beater until smooth and fluffy. (Children can mix small amounts with water and their brushes or with spoons but the mixture will not be fluffy.) Apply with brushes or fingers. Color can of course be added to this, too. White powdered tempera can be added for an even more snowy effect.

Chalk and Buttermilk Painting

Colored chalk
Buttermilk
Strong paper

Apply buttermilk to paper with brush (either in designs or all over any way the children choose). Use chalk over the buttermilk. Paper may also be dipped in buttermilk.

Chalk and Water Painting

Colored chalk
Water
Paper, card board, paper-
towels

OR

Ordinary chalk
Dark paper

Dip towel in water, place on flat surface and smooth out wrinkles. Using chalk, draw desired design on wet paper.

OR

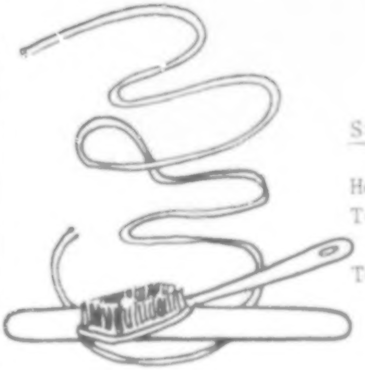
Dip chalk in water and color paper.

FOR PAINTING WITH TEMPERA

Ink Blots

Tempera
Paper

Fold paper in half. Re-open. Place a few drops of paint to one side of the paper and re-fold. Press paper firmly together. Re-open paper and see the symmetrical design that has been produced.



String Painting

Heavy string
Tempera, mixed to thick
consistency
Tongue depressor or some-
thing to guide the
string

Fill a flat paint container about 1/3 full. Put one end of the string in it, using a tongue depressor. Lift out and draw the string about on paper. Wet string can also be used with folded paper as described in the ink blot technique.

Spatter Painting

Old toothbrush
Tempera paint
Piece of screening or old comb, or can cover
Stencil cut from cardboard, etc.

Design for spatter painting must be simple. Place the design onto the paper to be printed and secure with weights. Dip the brush in the paint and draw across the comb or the screen, or the edge of the can cover.

Marble Paper

Tempera paint
Tough paper such as wrapping paper, bags, etc.

Wet paper thoroughly. Spread out on flat surface. With brush or sponge dab splotches of paint about over the paper. One color or a combination of colors may be used. Crumple paper into a ball gently squeezing out excess water, taking care not to tear paper. Spread paper to dry. May be pressed with a warm iron when dry.

Towel Painting

Paper towels or other absorbent paper
Tempera

Paint design on an enamel or formica top table or similar surface or on a tray. Take paper and press on wet surface over the painted design.

Printing

Tempera paint, mixed to thick consistency
Stamp pad
Absorbent paper
Stamps
Citrus fruit cut in half
Potatoes, apples, turnips - carve designs on freshly cut surface
Wooden blocks - many variations and sizes may be used
Spools, large beads - choose various sizes. Cut notches on edges for different designs.
Wad of newspaper, foil, foil pans squeezed into odd shapes
Cookie cutters, cans, lids, etc.
Sponges - cut in odd shapes or made into designs

Take a small piece of cotton or a few layers of cloth, felt or paper towels. Place this in a small saucer and thoroughly dampen with paint. Press printing device on pad and then on paper.

For Variety in Using Paints

Using different methods of applying:
  Roll on with roll-on deodorant bottle or with paint roller
  Use squirt bottles or atomizers
  Sprinkle dry paint or use a shaker on wet surface (paste, liquid starch, colored paint sprinkled on white or black painted surface, etc.)
  Use different size brushes, brushes with different size bristles
  Use Q-tips, sticks, toothpicks, feathers, etc.

Work on dimensional objects and/or a variety of shapes and sizes:
  Leaves, cones, dry branches, husks, acorns, seed pods, etc.
  Boxes, spools, cylinders, wooden spoons, etc.
  Paint accessories for different areas as cardboard firehouses, postal boxes, etc.

To extend, intensify and aid in adhering to less absorbent surfaces, add liquid starch to mixed paint.

DEMONSTRATION HANDOUT

PUPPETS FOR CHILDREN

Rita Foust

Any inanimate object, when given personality and life through imaginative movement, becomes a puppet. The basic requirement for a puppet is a head - with body, arms and legs added for increased interest and complexity. You can make puppets out of:

handkerchiefs
paper bags
stuffed socks
gloves
paper tubes
fruits and vegetables
rubber or styrofoam balls
plastic bottles
wooden spoons
papier-mache
circles of cardboard on a stick
boxes
paper cups
sponges
felt or cloth
tongue depressors

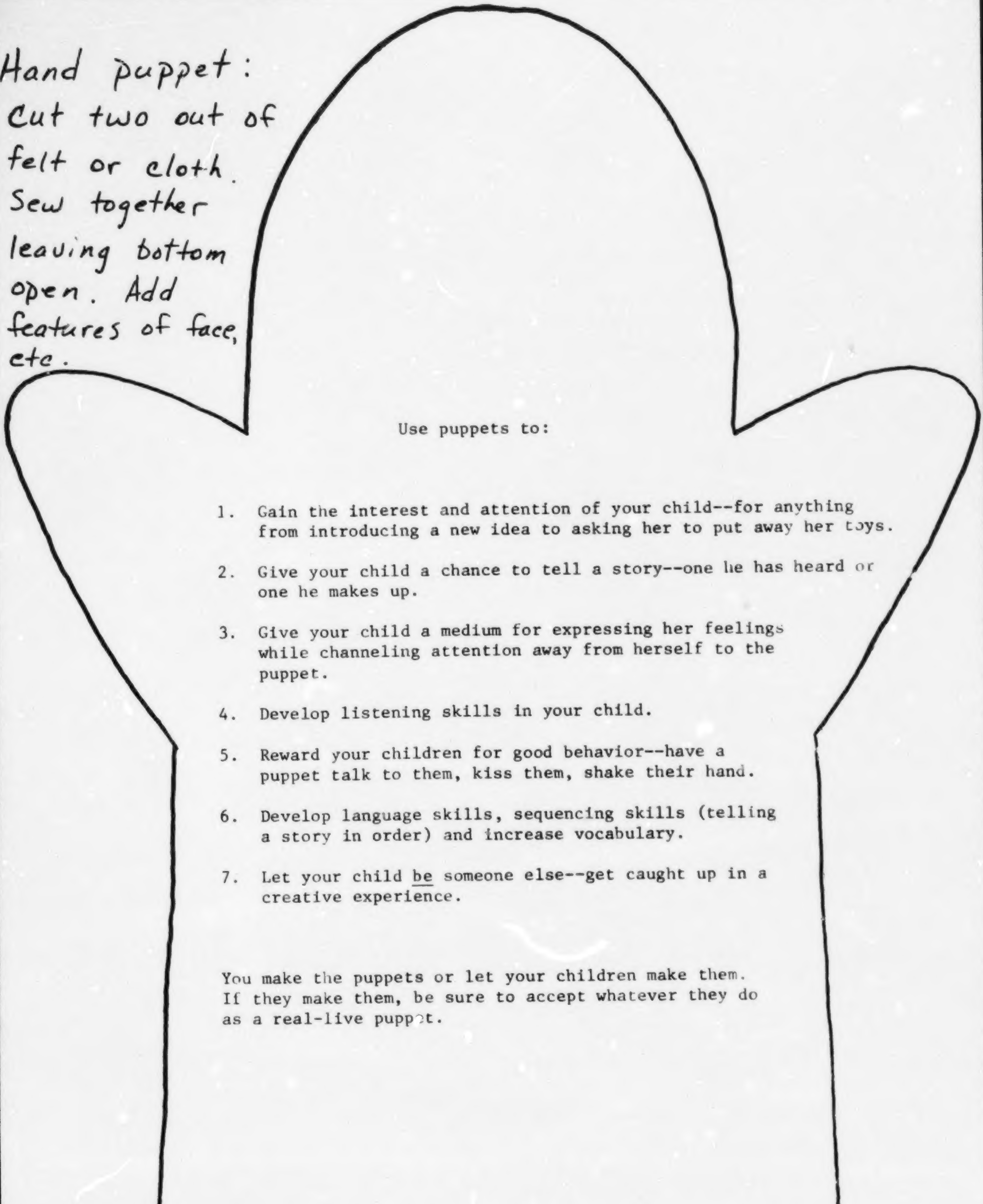
. . . and much more

Decorate puppets with:

paint
crepe paper (hair)
nylon stocking (hair)
construction paper
buttons
steel wool (grey hair)
yarn (hair)
pipe cleaners (hands, legs)
felt-tipped pens

. . . use your imagination

Hand puppet:
Cut two out of
felt or cloth.
Sew together
leaving bottom
open. Add
features of face,
etc.

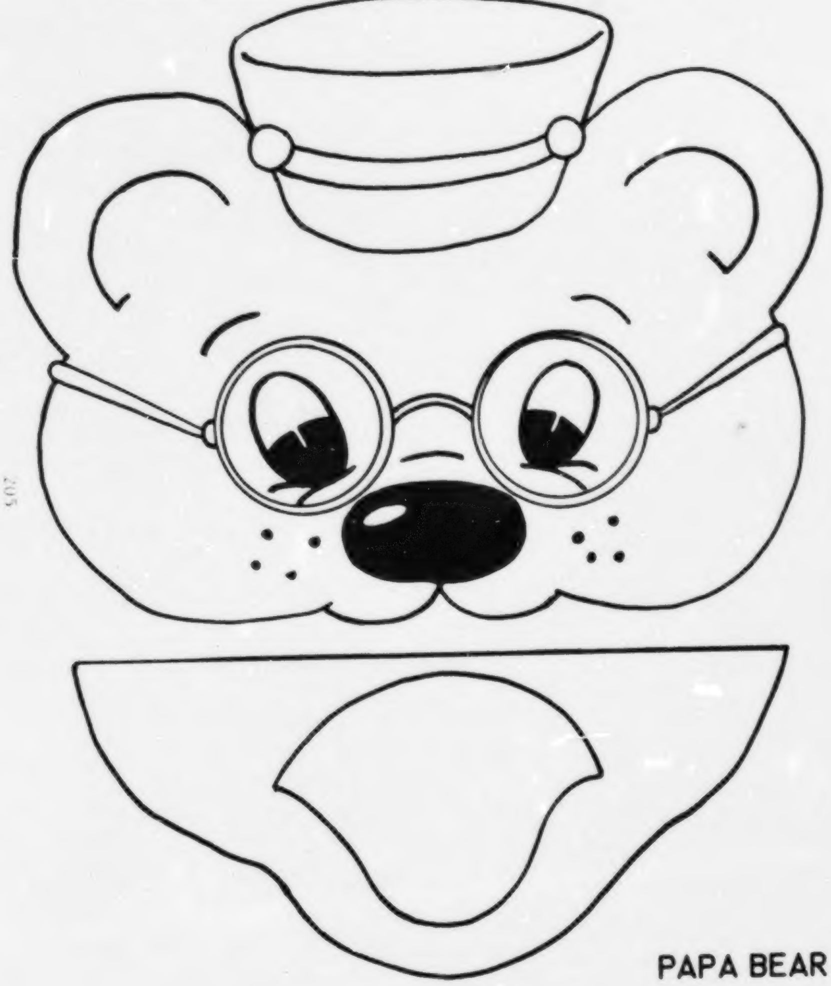


Use puppets to:

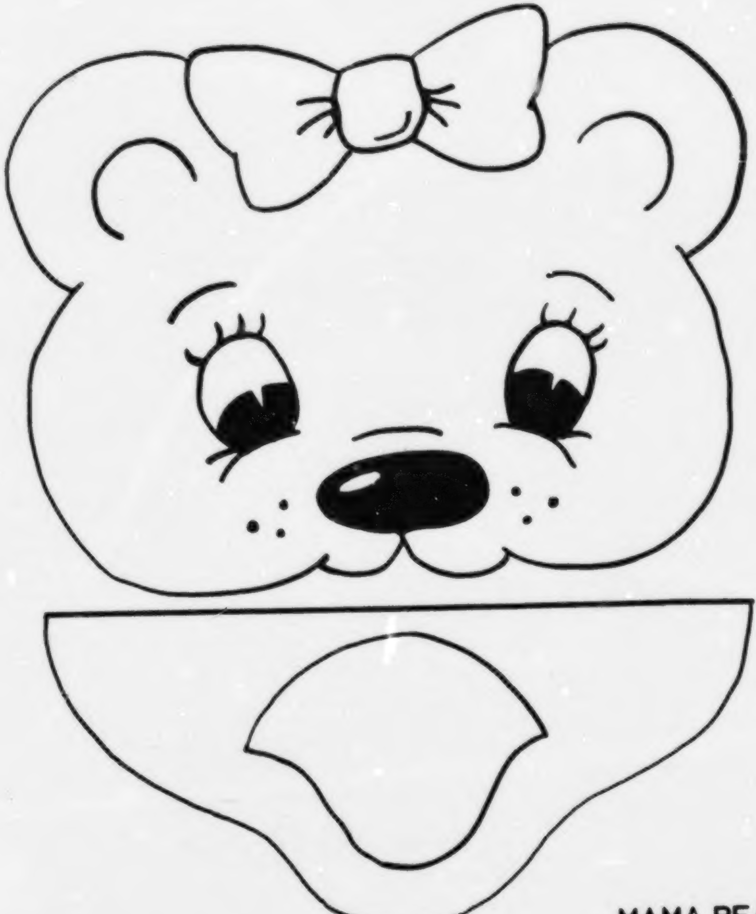
1. Gain the interest and attention of your child--for anything from introducing a new idea to asking her to put away her toys.
2. Give your child a chance to tell a story--one he has heard or one he makes up.
3. Give your child a medium for expressing her feelings while channeling attention away from herself to the puppet.
4. Develop listening skills in your child.
5. Reward your children for good behavior--have a puppet talk to them, kiss them, shake their hand.
6. Develop language skills, sequencing skills (telling a story in order) and increase vocabulary.
7. Let your child be someone else--get caught up in a creative experience.

You make the puppets or let your children make them. If they make them, be sure to accept whatever they do as a real-live puppet.

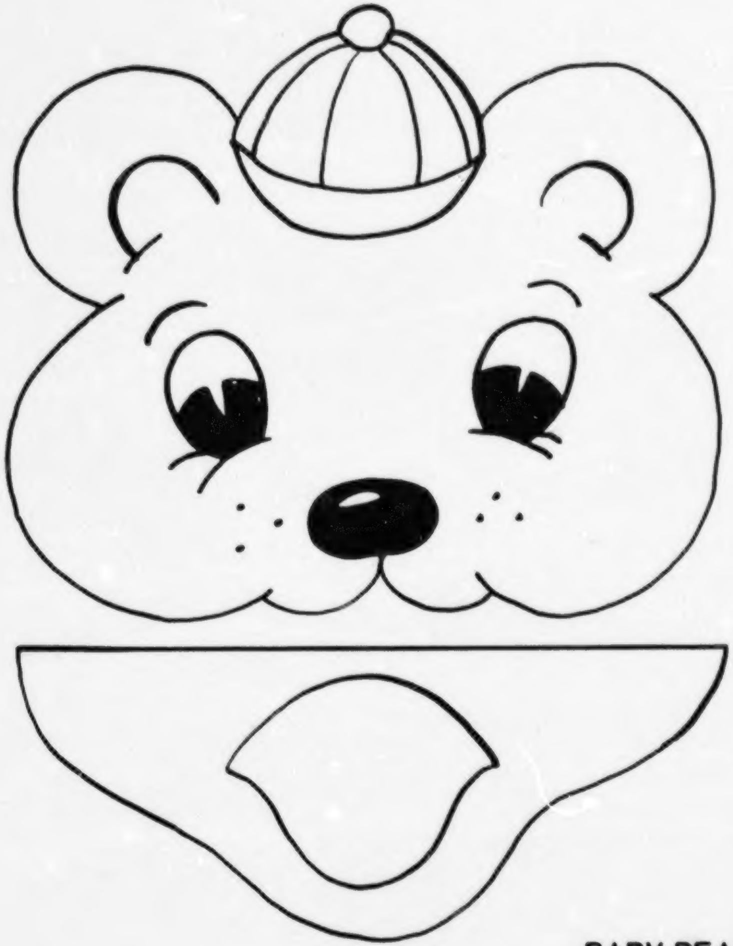
PAPER BAG PUPPETS: "THE THREE BEARS"



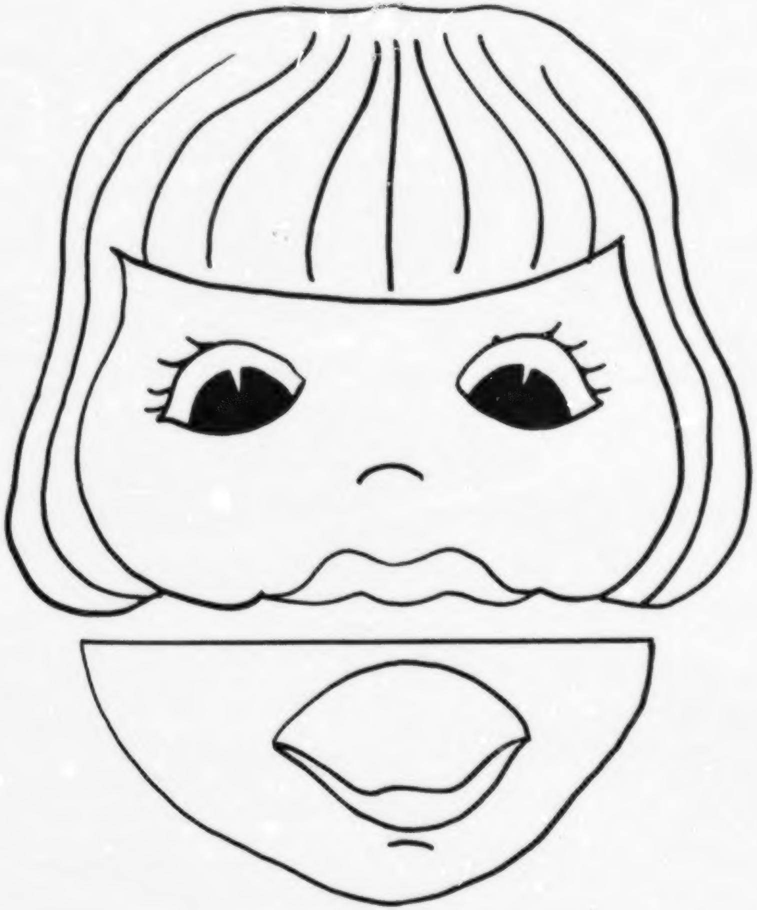
PAPA BEAR



MAMA BEAR



BABY BEAR



GOLDILOCKS

DEMONSTRATION HANDOUT

MOTOR

Rationale

Much of a child's social, emotional and physical development is shaped by the number of movement patterns and activities he or she can perform. To move, to wiggle, to jump, to skip - this is the essence of childhood. Yet we find mothers, fathers and teachers who say, *Sit still, be quiet, be careful,* instead of encouraging movement and activity. The vital years of childhood are centered around movement. As teachers we can capatilize on this to give children fundamental motor skills so that they may gain confidence and enhance their self-concepts. These are basic readiness tools needed by each child for a successful school experience.

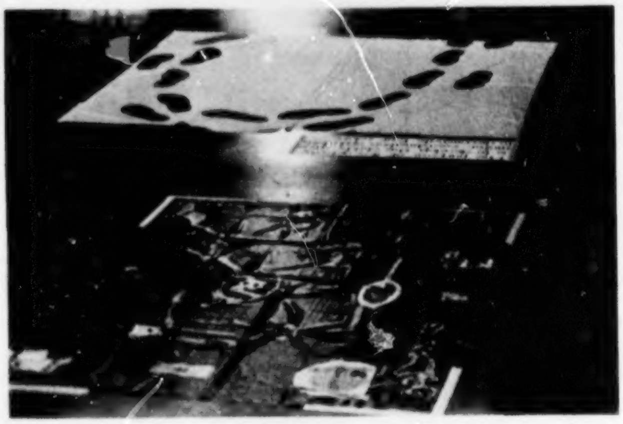
The exercises deal with body awareness, balance, eye-hand coordination, fine and gross motor development and similar movement skills. They are designed to encourage children to develop socially through activity with others. They help develop perception and conceptual skills the children will need for reading and arithmetic.

The opportunity to learn motor skills encourages greater interest, more confidence for new adventures and a more positive attitude toward themselves. For children to begin their school experiences feeling confident is the ultimate goal.

Motor skills are divided into two types, fine and gross. Growth in these skills is a result of maturation, stimulation, and development.

Fine motor activities can be stimulated by rattles, balls, and many bright objects. These can be most attractive to a young child. As he gets older, present objects of various sizes to see how well he can manipulate them. Start with the biggest objects first; then let him progress to the more difficult smaller ones. Nesting cans can be used to help the child perceive sizes. Cover cans of various sizes with contact paper. These are inexpensive, yet excellent for fine motor development. Other useful activities are those with puzzles, wooden shapes, beads for stringing, and finger paint. Variety is the secret for keeping the child's interest.

Gross motor skills are as important as fine motor skills. The child should be permitted to move about and explore his surroundings. Have him walk up and down stairs. Give him a pull toy; he can pull the toy as he walks alone. Have large balls for the younger children, and smaller balls for those who are older. Encourage the children to roll, throw, bounce, and catch the balls. Playground equipment, such as swings, slides, and tricycles, can help to develop coordination.

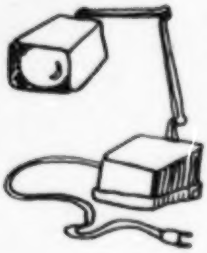


CREATIVE DRAMATICS

Susan Bright
Poetry, Creative Dramatics
and Art Consultant

SPACE

With string or masking tape outline a playing space. Experiment with different shapes, circle, square, oblong, star - the shape of a baseball bat. Let the shape suggest playing ideas. Make the rule that the action has to stay in the space.



LIGHTING

Place a colored light bulb in a home lamp that can be aimed. Desk lamps, drafting lamps, clamp spots are all suitable. Darken a room except for a circle of colored light. Theater begins!

EXERCISES AND GAMES

Simulations

In the lighted playing space children pretend to be objects that are stationary or that move *I am a truck. I am a stone. We are a bookmobile.*

Improvisations with Props

Props of all sorts are set out: bucket, feather duster, fish net, pillow, jacket, bell - the possibilities are endless.

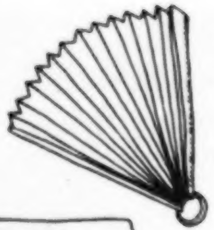
Each person selects one prop and uses it in the lighted playing space. After everyone has had a turn, a second round begins with the instruction *Use the object for something it's not ever used for, something impossible. Ride a broomstick, for example, or propose marriage to a feather duster.*

Select one object, a bucket for example, and have everyone use it until no one can think of any different use to act out. (If need be break for lunch, dinner - this can go on practically forever).

Inventions

Each child chooses 2 objects and invents a device that is magic out of them. *From a fan and a telephone book I have made an invention called a boople, three strokes of the fan and every 3rd person in the telephone book starts to sing the Star Spangled Banner.*

Act-a-Part



One person begins the creation of a machine by going to the playing space and performing a rhythmic motion over and over again. The next person adds another motion, also a sound. This continues until everyone is part of the machine.

The second time around people are divided into groups and told to invent a machine that does something: *a printing press, or ice cream factory or space ship.* These are rehearsed a few times in the small groups and then performed in the playing space.

CITY
TELEPHONE DIRECTORY
CITY

KEEPING THE MAGIC

Children who can write can create poems about the Drama Games they like best. Titles help to get them started. The rule of 3 words to a line will help form a *poem shape*. Parents can take down *told poems*. Books can be made out of construction paper and illustrated with photographs, marvy markers, cray-pas or crayons.

Here are some sample titles: *The Bucket That Does Everything*
The Anna, Ricky, Maria and Jose Machine
The Boople

Here are some poems written from Drama Games:

YOU CAN DO ALMOST ANYTHING

On the White River
I had a mudball fight
I had a bucket and put dirt
into it and threw it at
the audience.

One other thing about the
White River is that
you can do almost Anything

Matt Gyndall   Odom Elementary School

I've invented a candle
that makes a tamborine play
and not play in a stack
of hay because of
the beautiful scenery around

Kim Meritt   Odom Elementary School

STORIES

Make Up a Story

Let each child add a sentence to a story that begins *Once upon a time there was - .*

Cast The Story

Each child can have a part: animal, mineral, ocean, tree, thunderstorm - whatever. Choose one person to be the narrator.

Costumes

Costumes can come from anywhere. Materials good to have are: construction paper, scissors, newsprint, fabric lengths, hats, old clothes. A costume for a *mountain* for example can be made out of a fabric length or a long piece of roll newsprint and a chair or step ladder. Crayons, paint, cray-pas or markers can be used to decorate the costumes.

Props

Props are children's toys, kitchen things, anything can be a prop, or can be turned into one. A bucket can be a boat, a rug can be a river. Children are experts at *props.*

Acting Out The Story

The narrator begins: *Once upon a time there was* - as the story gets to a child's part he or she acts it out. Object parts act out being objects *(3 children as a large truck drive across the stage)* people parts act out their part of the story *(the little girl was lost and started to cry).*

Keeping The Story

Children old enough to write can write their story in a hand made book made out of construction paper. Parents can write out stories dictated to them by younger children. Children can illustrate their books with markers. Children and parents can photograph the stories as they are being acted out. Photographs can be cut up and pasted into the books as illustrations too.

ART ACTIVITIES

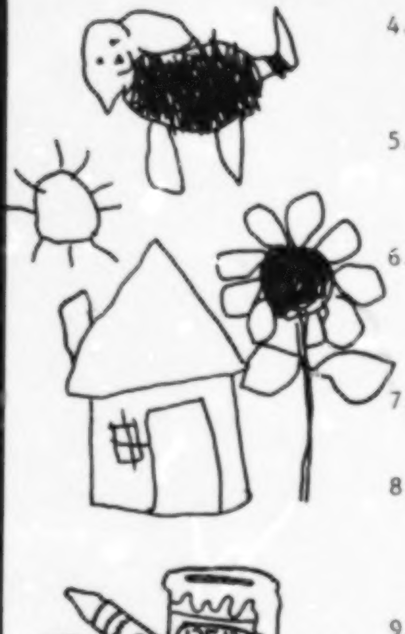
Jean Isaacs
Child, Inc.

Helpful Hints

1. Child art has a distinct charm of its own. The most successful examples of child art are honest, forthright expressions of the child's world as he feels it and understands it to be.

2. Young children do not draw things the way they look to adults. They draw and paint their own world in their own way. It is different from an adult's world. It is a young child's world.

3. The very young child is not concerned with using color imitatively as it appears in nature. A cat may be green or a house purple. This element of fantasy is consistent with the exciting impossibilities of fairy tales. So we understand and enjoy this element of fantasy in child's art.



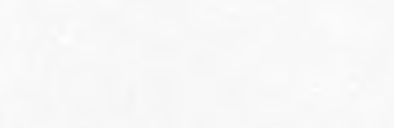
4. It is almost impossible to fake an enjoyment of child art. We must genuinely enjoy child art in order to encourage its growth and development successfully.

5. Through our actions and attitudes, we convince young children that we have complete faith in their ability to express their own ideas in their own way.

6. There is no place in creative art expression for patterns, stereotyped cutouts, hectographed outlines or coloring books. They block the development of a young child's creative powers.

7. Every art activity must be a creative experience which requires original thinking, planning and doing.

8. Young children are proud of their creative art expressions and need our approval for further development. We praise their efforts and proudly display their work in the home and at school.



9. We never draw for a young child in order to "help him". This retards his creative development and makes him dissatisfied with his own efforts.

10. We never try to hurry or push a child who is still in the scribble stage. This only slows his progress toward the next developmental stage.

11. Children do not create at the same rate of speed. Some are slower than others in developing original ideas. Unfinished work should be left where a child may work on it when he wishes to do so.

12. By referring to children's scribbles as designs, the young child has a ready answer to the inevitable question by adults: "What is it?". The young child answers with a toss of his head, "It's a design."

13. We encourage children to verbalize about their paintings and other art experiences. Talking about their work seems to give them greater confidence - especially when the listener shows a genuine interest in the child's work.

14. Young children determine the size of things they draw and paint by the importance they wish to give them. A flower may be larger than a building because the flower is more important to the child. This is completely logical to the child as it is to many professional artists.

15. The timid child sometimes tends to draw and paint in a small, tight manner. Through praise and encouragement, we stimulate children to work big, to think big and to act big. This is our opportunity to find the right key which will unlock the door to the child's inner self - to free him from tensions - to release a joyous outpouring of creative expression.

16. Yes, all young children have the potential for creative expression. It is the responsibility of parents and teachers to provide opportunities for this potential to develop as fully as possible. It is not the child's fault if this does not happen. It is ours.

Art Activities For the Very Young, F. Louis Hoover: Davis Publications, Inc., Worcester, Massachusetts, 1961.

DEMONSTRATION HANDOUT

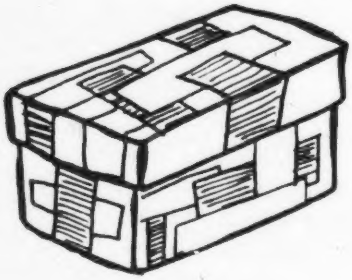
ARTS AND CRAFTS ACTIVITIES - CREATIVE DESIGN

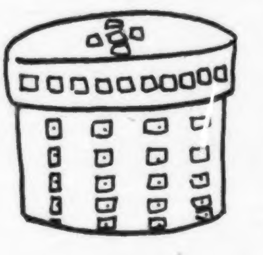
Mary Grace
Child, Inc.

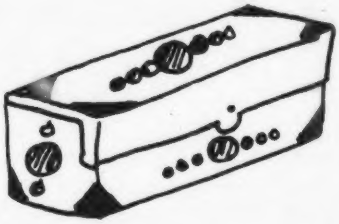
Decorative Boxes

Materials:
1. Boxes (such as oatmeal, cheese, watch or any others available).
2. Coverings (such as playing cards, fabric, stamps, vinyl, paper, pieces of mirror, or any kinds of scrap material).
3. Scissors
4. Glue

Procedure:
1. Square lids are best done by using one piece of covering cut with mitered corners.
2. Apply glue to surface of box. After applying covering, smooth carefully to remove all air bubbles.
3. The interior may be lined with the same or a contrasting covering.



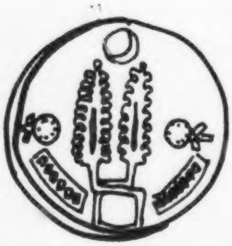


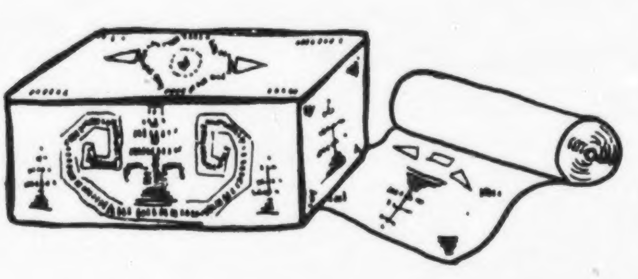


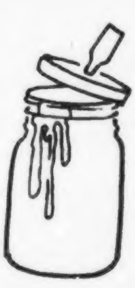
Antique Foil Design

Materials:
1. Cardboard
2. Aluminum foil
3. Black tempera paint
4. Rubber cement
5. String or paper to build up design

Procedure:
1. Cut out cardboard or currugated background.
2. Glue on string or objects for depth in design.
3. Cover with a coating of rubber cement or glue.
4. Place foil on glued surface and tape foil around the back.
5. Paint with black tempera or India ink and wipe excess off for antique effect.







FOR CRAYON VARIATIONS

Crayon Etching

Crayons
Sturdy paper (as butcher, bond, wrapping) or cardboard
Black or dark color tempera
Liquid soap, liquid starch or soap powder

Completely cover paper with heavy crayon markings. Use many colors and shapes. Use dark tempera, mixed with few drops liquid starch, etc. Paint over the crayon markings, covering them completely. (The soap helps the tempera adhere to waxy surface.) Allow tempera to dry completely. Using a blunt instrument (like the tip of a brush handle, a wooden spoon, etc. scratch design).

Because of the irregular crayon markings, a multi-colored design is made in sharp contrast to the black background.

Crayon Resist

Crayons
Any paper ordinarily used for painting
Light colored tempera

Draw designs on paper with crayons. Using very thin paint cover the paper completely. Allow to dry.

This is the opposite of crayon etching. With crayon resist the paint does not adhere to the wax markings. Older children might be drawing fish. Then provide thin greenish blue paint for an "under the ocean" painting.

Using Wax Paper

Wax paper
Crayon scrapings and/or flat and/or soft materials as leaves, yarn, bits of colored paper, etc.

Let child arrange materials on piece of wax paper. Cover with another piece. Protect ironing board and iron with newspapers above and beneath the waxed paper. Iron with warm iron.

Crayon Stencils

Crayons with paper removed
Leaves, coins, cardboard designs, puzzles, etc.

Simply show older children how to lay their paper over a design and crayon firmly with long strokes, using the peeled crayola flat.

Collage

For light and/or flat materials:
Paste or liquid starch

Paper chips: Use various shaped pieces of construction paper, gift paper, greeting cards, wallpaper, cellophane, tissue paper, magazines, etc. Textured products: Corrugated paper, doilies, straws, foil, sandpaper, cotton, etc. Fabrics: Variety of texture, weight and color of materials, yarns, ribbons. Nature objects: Leaves, vines, flower petals, etc. Sand: Mixed with powdered tempera and put in individual shakers.

For heavier materials:
Elmer's glue

Pebbles, pearl chips, shells, macaroni, beans, corn, berries, twigs, bark, seed pods, shavings, peanut hulls, acorns, etc.

Paste on all sorts of paper (magazine pages, newsprint, construction paper, wall paper samples, grocery bags cut open, etc.) boxes, cardboard, pieces of wood, lids, berry boxes, etc.

DEMONSTRATION HANDOUT

ARTS AND CRAFTS ACTIVITIES - PAPERING AND CONSTRUCTION

Mary Grace
Child, Inc.

FOR MOLDING

Sand and Starch Molding Mixture

1 cup sand
½ cup cornstarch
½ cup boiling water
Food coloring

Mix sand and cornstarch; pour in boiling water and coloring. Cook until thick, stirring constantly. When cool, mold as desired. This will harden when baked in a 200 degree oven about an hour, or naturally in the sunshine.

Creative Clay

1 cup cornstarch
2 cup baking soda
1¼ cup cool water
Food coloring if desired

Thoroughly blend cornstarch and soda in saucepan. Add water (and coloring if desired). Stir constantly until mixture thickens to moist mashed potato consistency. Remove to plate in one large lump. Cover with damp cloth or paper towel to cool. Knead like dough. Keep wrapped in damp cloth.

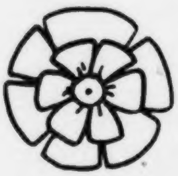
To Mold: Pat or roll out and cut with floured cutters. Pierce with wooden match if you wish to hang. Let dry on slick paper. Paint with tempera, using soft brush. Adult can preserve color by covering with plastic spray or using shellac.

Papier-Mache Recipe

Any absorbent paper:
  toilet paper, towels,
  newsprint or newspaper
  (ink discolors hands)
Flour
Small quantity salt

Make heavy, thick paste with flour, water and small quantity salt. Shred paper. Mix with paste, Knead with hands. Squeeze out excess water.

Papier-Mache Jewelry



Materials:
1. Wheat paste(make mushy and smooth with water)
2. Water
3. Bowl for mixing
4. String, glass, buttons, scraps of all kinds
5. Cardboard
6. Scissors
7. Jewelry findings such as earring backs or pin backs
8. Polymer emulsion
9. Tempera or acrylic paints

Procedure:

1. Decide on design or object to be made
2. Cut pattern for flower pin, bracelet, or desired piece of jewelry
3. Allow for seven or eight layers of newspaper, putting a layer of wheat paste between each
4. Shape into three dimensional design if desired
5. When dry, apply string, glass, beads or whatever enhances or decorates it to your satisfaction. Use more wheat paste or Elmer's glue. Allow for pin back or earring finding
6. Paint with tempera, or acrylic paints. Fluorescent tempera and, acrylic give the most brilliant and intense colors
7. When paint is dry, put one or two layers of polymer emulsion on it so colors are waterproof and shiny

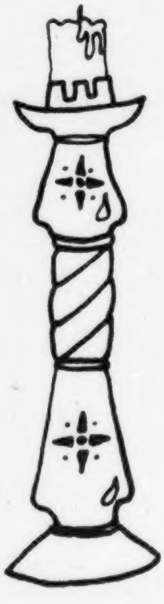
Papier-Mache Candlesticks

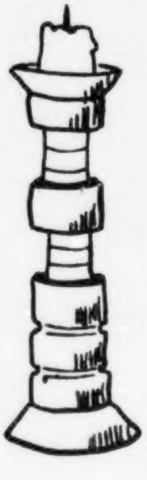
Materials:

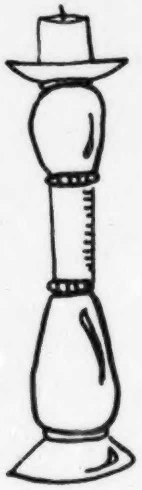
1. Tin cans, jars, paper cups (use one type consistently)
2. Newspaper cut in strips
3. Wheat paste or Silicone glue
4. Acrylic paints or tempera paint
5. Varnish or polymer - medium
6. Yarn, braid or trim

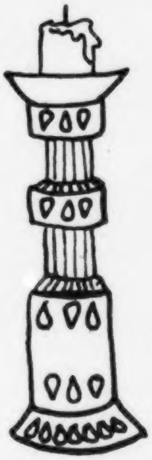
Procedure:

1. Plan to use cans that have had the labels removed
2. Stack the cans fastening firmly with Silicone glue from largest to smallest. The saucer should sit under the jar and then the smaller can on top
3. Put a thin coat of papier-mache on and let it dry. Repeat for two or three more coats of papier-mache.
4. Glue braid or rope on for design
5. Cover all with final layer of papier-mache
6. Be sure that the papier-mache is completely dry, then paint









DEMONSTRATION HANDOUT

FUN FOR TOTS

Toasty Ochs

FABRIC BOOKS

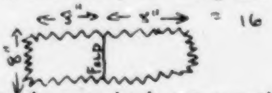
These books can be made by parents with the minimum amount of time for infants and young toddlers as their 1st book. From 18 months on, a child can participate in making his/her own book. It is very versatile and you can do almost anything you like with it, using your imagination and materials available.

Materials Needed

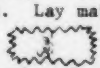
1. Heavy muslin, colored material or whatever is available. Make sure the material has body.
2. Pinking shears
3. Thread, needle and/or yarn
4. A ruler or a child's book to use as pattern for size.

To make

1. Lay out material and cut out twice the length of decided book size. Height will be the true size. Use pinking shears. For instance, 16" long and 8" wide will give you a book 8" long and 8" wide.



2. For a four page book, cut out two pieces; for a six page book cut out three pieces, etc. Lay material together and sew along fold line.



3. Close the book and sew along binding.

and/or wrap with colorful yarn

There's your book! Now we begin with the fun things!

0-18 MONTHS

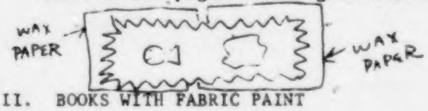
I. BOOKS WITH FABRIC TEXTURES AND SHAPES

Materials Needed

1. Colored material scraps
2. Material scraps with pictures on them
3. Fabric with definite textures - furry, silky, rough, etc.
4. Pinking shears, plain scissors
5. Non-toxic glue
6. Wax paper

Directions

1. Cut out free form designs from material scraps, using pinking shears on frayable material; or make them squares, circles, triangles, fish shapes, flower shapes--any shape you want. Babies are NOT particular.
2. Glue shapes of material in your Fabric Book, placing wax paper between the back of the pages so the glue that seeps through won't glue the pages together. Allow to dry before going on to the next page. Make sure the glue is on the outside edges of the material or the baby will peel the designs off.



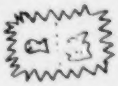
II. BOOKS WITH FABRIC PAINT

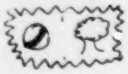
Materials for Painting Using Material and Yarn

1. Fabric Paint (can be purchased at handicraft stores and some fabric stores)
2. Brushes and water container
3. Material tracing paper (optional)
4. Material tracing wheel (optional)
5. Yarn
6. Button (Maybe with needle and thread, of course)
7. Bric-a-brac (optional)

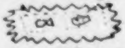
Directions

For this particular media you have to make your original book a bit different. The pages will be doubled and not sewn together until painting and sewing are completed. The paint will bleed to other side and you also need the back to sew, etc. So, for a book with 4 pages you cut out 4 pieces. For example:





Place back-to-back and sew together around edges.



You don't have to be an artist to do this. You can also add yarn for hair, buttons for shirts (sewn on VERY securely. May want to wait until your child is older), material scraps glued on or sewn on for shirts, etc.

If you don't feel too secure about your drawings, use material tracing paper and wheel and go around pictures from simple coloring books and then use your paint and other materials. This book has the advantage of being washable which is a BIG PLUS where small infants are concerned.

18 MONTHS - 3 YEARS OLD

Now is the time your child can be involved in making his/her own fabric book. You may have to experiment at first to find what your child's limitations are.

Materials

1. Fabric Book (your child can help trace out the size of pages on the material and you can cut and sew them)
2. A table laid out with newspaper (maybe on floor too!)
3. Scissors: blunt pair
4. Magazines, photographs, material pictures, etc.
5. Elmer's glue (one full and one empty if possible. For a young child: 1[illegible]s to 2 years, so that the child can pretend to help squeeze out the glue)

Directions

1. Make Fabric Book
2. Join your child and look through magazines (National Geographic is GREAT) The child will tell you or let you know which one he/she likes.
3. Cut the pictures out and put aside until you have enough to fill book
4. Either have your child help glue them in (can be very messy but fun: use your judgement and child's age) or wait until naptime and glue them in yourself. Remember to put wax paper in between and allow 2 pages to dry until you begin the next.
5. I made my Front Page saying, "TAD'S BOOK, Illustrated by Tad Ochs" and glued a photo of him on the front.

Alternative: Choose your child's favorite photos and make him/her a personal photo album. The child will love it!

3 - 5 YEARS OLD

A child at this age can make any of the former books, doing part if not all of the cutting and gluing together. With supervision the child may be able to use the Fabric Paint and make some "designs" for the book. Or try this:

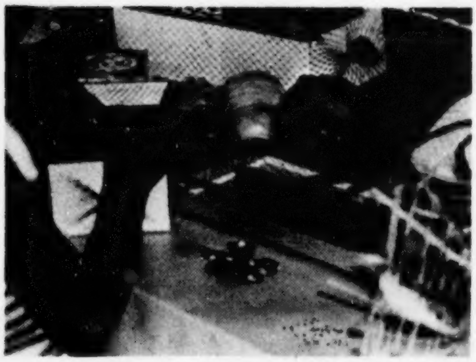
Materials needed

1. Fabric Book that your child helped to make
2. Construction paper. coloring book, poster board, etc., or plain paper
3. Crayons, Pentel pens, finger paints, etc.
4. Blunt scissors
5. Glue

Directions

1. Instead of using magazine pictures, have your child do his/her own drawings; either original finger paintings, crayon sketches, or use a coloring book which your child colors, or;
2. Have your child cut out different shapes from colorful construction paper
3. Cut out the pictures (your child and you together) and glue in book

You can put titles underneath such as, "dog," "cat," "truck," "sun," etc.



PUPPETS